DOCUMENT RESUME

ED 189 413 CE 026 034

TITLE Competency Based Education Inservice for Part Time Community College Occupational Education Teachers. Follow-up and Evaluation: Module #5.
INSTITUTION Washtenaw Community Coll., Ann Arbor, Mich.
SPONS AGENCY Michigan State Dept. of Education, Lansing. Vocational-Technical Education Service.
NOTE 124p.: Parts of this document will not reproduce well due to light type. For related documents see Prepared in collaboration with Rande, Ltd., Research and Development in Education.

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS Behavioral Objectives: Community Colleges: *Competency Based Education: Competency Based Teacher Education: Data Collection: Educational Objectives: *Evaluation: *Feedback: Field Tests: *Followup Studies: *Inservice Teacher Education: Learning Activities: Learning Modules: Outcomes of Education: Part Time Faculty: *Program Effectiveness: Surveys: Tests: Two Year Colleges: *Vocational Education

ABSTRACT

This self-instructional self-paced module is the fifth of five in the series, Competency Based Education Inservice for Part Time Community College Occupational Education Teachers. (See note for other modules.) Its purpose is to provide the teacher with the what, why, when, and how to conduct a follow-up to secure answers to and to evaluate the effectiveness of a unit, a course, a program, or even a single performance objective. Contents include these sequential elements: introductory materials, including performance and enabling objectives and background information (such as time duration): exemption, prerequisite skills, and exit tests: a series of learning experiences corresponding to enabling objectives with a test and feedback section for each experience: and a community college applications section. This final section provides examples of the concept in this module applied to a variety of Community College Occupational Programs and discusses special considerations for community college instructors. Appendixes include a follow-up survey of 1975 graduates, a co-op graduate follow-up instrument, two pages of census follow-up design, and an opinionnaire giving both check- and written-answer type questions. (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

7-8-80

FOLLOW-UP AND EVALUATION module #5

SELF INSTRUCTION MATERIALS IN-SERVICE PART-TIME COMMUNITY COLLEGE TEACHERS

PROJECT TITLE:

COMPETENCY BASED EDUCATION INSERVICE FOR PART TIME COMMUNITY COLLEGE OCCUPATIONAL EDUCATION TEACHERS.

PROJECT NUMBER:

3256 - 7197

ED189413

This project will orientate part-time community college teachers to the mission, nature, and purpose of Michigan Community College Occupational Technical Education, and the use of Competency Based Education.

This project was developed by Washtenaw Community College, Ann Arbor, Michigan in cooperation with Rands Ltd., Research and Development in Education, consultants responsible for adapting Michigan Department of Education CBE III materials for this project.

FUNDED BY: THE MICHIGAN DEPARTMENT OF EDUCATION

VOCATIONAL TECHNICAL SERVICE

CBE 6

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

M. Katz

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

PREFACE

The materials you are about to study is one of six modules in an instructional sequence for community college instructors. They are:

0. Orientation to Michigan Community Colleges
1. Program Goals or Competencies
2. Performance Objectives
3. Objective-Referenced Testing
4. Selecting Learning Activities
5. Follow-up and Evaluation

Each module can be covered as a unit. For comprehensive knowledge of the elements of competency-based education, as it applies to the community college, all six modules should be completed. These instructional modules and their supporting materials have been designed to allow you to work at your own pace in a location of your choice.

Each module contains the sequential elements which have been color coded to highlight each component:

1. Introductory Material.....Yellow
   (including Performance Objectives)
2. Tests (Exemption, Prerequisite Skills, and Exit Tests).....Green
3. A Series of Learning Experiences.....White
   (with a test and feedback section for each experience)
4. Appendices.....blue
5. Community College Application.....Pink

Therefore, you will notice that only the white pages contain the information and exercises you will need to complete to learn each knowledge, skill, or judgment. The remaining pages are provided for your individual use and information as you work through the module.

The examples provided in this module relate to a variety of educational settings. However, you will find that the pink Community College Application section provides examples of the concept in this module applied to a variety of Community College Occupational Programs. Futhermore, this application section includes a discussion of special considerations for community college instructors.

> Read the beginning of the pink section before starting the module; then read the second part of the pink section after completing the module. In this way the Community College Application section should help you develop a CDF framework for your area of specialization.

TABLE OF CONTENTS
Module #5

I. INTRODUCTION..... 1

II. PERFORMANCE OBJECTIVES..... 5

III. BACKGROUND INFORMATION..... 7

IV. EXEMPTION TEST & FEEDBACK..... 8

V. PREREQUISITE SKILLS TEST..... 27

VI. LEARNING EXPERIENCES..... 30

Enabling Objective #1 - Survey Goals..... 30
Response Sheet..... 33

Enabling Objective #2 - Instrument Adaptation..... 34
Response Sheet..... 37

Enabling Objective #3 - Survey Procedure Identification.... 45
Response Sheet..... 50

Enabling Objective #4 - Instrument Field Test..... 51
Response Sheet..... 53

Enabling Objective #5 - Recommendations from Field Test Data..... 54
Response Sheet..... 55

Enabling Objective #6 - Tabulation of Field-Test Data..... 56
Response Sheet..... 57

Enabling Objective #7 - Identification of Key Findings..... 58
Response Sheet..... 60

VII. EXIT TEST..... 61

APPENDICES..... 63

COMMUNITY COLLEGE APPLICATION
Before You Read Module #5.....114
After You Read Module #5.....116

I. INTRODUCTION

A follow-up has been defined as "a letter, procedure, or visit, used to increase or reinforce the effectiveness of previous action."* What previous action?

In business, automobile companies send questionnaires to new owners to see how they like their new product. Politicians often send questionnaires to their constituents to get ideas on what the "people back home" think of a trend or issue in politics.

In education follow-ups can take a variety of forms. A follow-up may be made by a teacher concerning the effectiveness of a specific lesson or a specific teaching technique--such as, "Just what did the students learn from a film?" Others might do a follow up of a unit or semester work to determine if the class was ready to begin a new set of experiences. Whether these follow-ups are formally-structured instruments--or informally-composed tests or quizzes--the information derived from them can, and often is, used to evaluate the lesson, technique or other unit of work. This evaluation process can then be used to modify, change and generally improve the effectiveness of the teacher.

A more formal use of follow-up or feedback, as it sometimes is called, is to determine if and how successfully students have used a given set of performance objectives, a

---

*The American Heritage Dictionary of the Eng. Language, Boston: Houghton Mifflin Co., 1969.

course, or a total program. Follow-up--as used in this module--is primarily directed at a "look at a program." It is usually used after the students have completed the program. Consequently, classroom teachers of all subjects, and at all levels, can use the concept in this module to:

1. Secure a picture of what happens to their students after they have a specific program.
2. Secure input from their students to improve their program.
3. Secure a better understanding of students' needs.

The information obtained from a formal follow-up can be used by classroom teachers, and others entrusted in education, to:

1. Describe what happens to their students after they leave their program.
2. Measure changing needs and circumstances of the graduates of their programs.
3. Develop program goals and objectives for courses and programs.
4. Revise programs.
5. Evaluate the effectiveness of programs and course objectives.
6. Develop cooperation between teachers and departments at the elementary, secondary and post-secondary levels.
7. Identify areas that need further study.
8. Develop cooperation with the parents, business, industry, and workers.

Follow-up surveys are an essential facet of the systematic development and evaluation of educational programs. Follow-up surveys--formal and informal--can and should provide part of the data base for the development of your program goals and competencies. They should also provide feedback data for changes in performance objectives and programs.

How do you conduct a follow-up survey? The completion of this module will provide you the what, why, when, and how to conduct a follow-up to secure answers to and to evaluate the effectiveness of a unit, a course, a program, or even a single performance objective. Although the primary emphasis will be on a follow-up of graduates, the principles can be applied to all facets and at all levels of education by the classroom teacher or administrator. The significant point to remember is that carefully-developed follow-up instruments and procedures provide all educators with a powerful process to make decisions based on facts.

The model instrument that is used in this module was developed by the Michigan Department of Education. This instrument is being used to show you a device that has evolved out of several years' use and hundreds of hours of input from numerous sources. The instrument is a point of departure--a model. It should not be copied by you and used by you to collect program data for graduates. However, the ideas and the processes may be used by you to collect data on processes, performance objectives, courses, or programs that you desire for educational effectiveness.

II. PERFORMANCE OBJECTIVES

Terminal Performance Objective

Given an experience* you wish to evaluate, you will design and implement a follow-up survey procedure that will provide feedback data for review, possible revision, and possible evaluation of that experience. The follow-up procedures must include:

1. Your reason for conducting the survey
2. A follow-up survey instrument
3. A set of procedures for conducting the survey
4. A set of data (real or simulated) to be evaluated
5. A list of findings, conclusions, and recommendations based upon your available data

Enabling Objectives

1. You will (a) state a minimum of two reasons--the "why" or the goals--for your survey. For each "why" you will (b) identify what you will do with the results.

2. You will review a given instrument[1] and adapt that instrument to your own needs: or, construct an instrument during the workshop.
   (a) If adapting an instrument, you will do so by:
      (1) eliminating question(s) that detract from the needs of your follow-up
      (2) adapting at least one question so that it will relate more specifically to your students
      (3) adding at least two questions that relate specifically to all students (vocational and non-vocational)
      (4) adding at least one question that relates to a specific performance objective, an instructional process (e.g., the use of field trips), a course, or a program
      (5) submitting a sample instrument and rationale
   (b) If you construct an instrument, you need only to read enabling objective #2 and respond to item (5) above.

---

*Experience is used here to mean any--or all--of the following: a performance objective, an instructional technique, a set of performance objectives for a course, or an educational program

[1]The instrument to be used in a workshop setting has been designed to collect follow-up data from secondary school vocational and non-vocational graduates. It should not be used--as is--without prior approval of the Vocational-Technical Education Service. Its use in this setting is to expedite the acquisition of principles of designing follow-up surveys--principles that can be adapted to a variety of educational experiences.

3. You will identify the specific procedures you will use in conducting the survey. These procedures must include: (a) the process for selecting the respondents, (b) the process for collecting the data, and (c) the process for data coding and analysis. At least two reasons must be given for selecting each process.

4. You will field test[2] your instrument on a minimum of 10% of the students who completed a class you taught at least three months prior to your contacting them. Raw data will be entered on a sample instrument for each of your questions. The number of responses for each question must be shown on the sample instrument.

5. You will use field-test data to make recommendations for any changes in your instrument.

6. You will use your field-test data (extrapolated to represent 100% of your class) to tabulate results for each question. The tabulation should indicate the number of respondents for each question and the percentage answering each portion of each question.

7. You will identify the key findings of your survey, draw conclusions and make recommendations for changes. At least ten findings should be identified. All conclusions should be based upon your survey data.

[2]In a workshop setting, this enabling objective may be modified by interviewing three or four workshop participants, or by simulating the answers you think you would get from your students.

III. BACKGROUND INFORMATION

A. This instructional module should help you achieve the following goal:

MEASURE EFFECTIVENESS OF INSTRUCTION, EXPERIENCE, OR PROGRAMS.

B. It is estimated that this module should take approximately three hours in a workshop setting where you are using simulation. In a non-workshop setting where Enabling Objective #4 is completed, it should take approximately four hours.

C. Many informative articles and books are available on the many facets of the topic. Several of these are:

Buckingham, Lillian and Lee, Arthur M., Placement and Follow-Up in Career Education, Monograph No. 7, Career Education Monograph Series, Raleigh: Center for Occupational Education, North Carolina State University, 1973.

Johnson, Tommie Mae Ulmer, The Relationship Between Vocational Preparation at the High School Level, Post High School Occupations, and Incidences of Promotion, Ed. D. dissertation, Detroit: Wayne State University, 1971, unpublished.

Michigan's 1975 Secondary Vocational Education Follow-up Survey*.

You should contact MDOE for a set of these directions, instruments, and results if you want to have a complete set of materials on follow-up surveys. You may also wish to explore all of the above items; however, no outside reading is necessary for the successful completion of this module.

*For further information send requests to:

Michigan Department of Education
Vocational Technical Education Service
Career Development Unit
P.O. Box 30009
Lansing, Michigan 48909

IV. EXEMPTION TEST

A. Rationale

A basic concept of competency-based education is to provide instruction to meet the needs and abilities of each individual student. A first step is to determine whether the student, you in this instance, needs this instruction or if you already have the knowledge, skills, or judgments in question. So, you're now being asked to take an Exemption Test. In general, an Exemption Test is administered to assess achievement of course performance objectives. It is administered before instruction; passage exempts the learner from that instruction.

This test will not affect your class standing, but it helps you in two ways:

1. The Exemption Test covers the learning on the Exit Test. So, you get to take the test in advance.

2. By succeeding on the Exemption Test, you may bypass portions, or all, of the instruction. Then, you can spend your time on other parts of the program.

B. The Test

The Exemption Test for this module is for you to actually design a follow-up survey procedure you can use to evaluate the results of an education experience.

C. Scoring Guide

Fill in your answers to the Exemption Test on pages 8-16. To check your answers, see the Feedback beginning on page 17.

Module 5 - Follow-up and Evaluation

EXEMPTION TEST RESPONSE SHEET

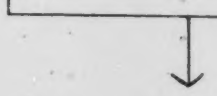
Student's Name _____

DIRECTIONS:

1. The Exemption Test assesses achievement of the course performance objectives. It is administered before instruction; passage exempts the learner from that instruction.
2. Use this test before working through the module.
3. Do not write on, or use this section after you have read the module or completed the learning experiences.
4. Secure a copy of "Follow-up Survey of 1975 Graduates" from your instructor, or refer to Appendix A.

The items on this test match the enabling objectives (steps in doing a follow-up survey and evaluation) 1-7, pages 11 - 19.

Enabling Objective #1



a. The purposes of my follow-up survey are: (minimum of 3)

1. _____
2. _____
3. _____
4. _____

b. I'll use the results of each purpose as follows: (minimum of 3)

1. _____

2. _____

3. _____

4. _____

Enabling Objective #2

Given Appendix A, or a similar instrument, adapt it by:

a. Adding at least two questions that relate specifically to all of your students and the specific educational process you are evaluating.

(1) _____

_____

Rationale _____

_____.

(2) _____

_____

Rationale _____

_____.

b. Adding at least one question that relates to a specific experience you are evaluating such as: a performance objective, a process, a course, or a program.

(1) _____

_____

Rationale _____

_____.

c. Adapting at least one question to make it more specifically to the experience you are evaluating and to your students.

(1) _____

_____ _____

Rationale _____

_____

d. Eliminating question(s) that distract from the "whys" of your survey. Identify by number:

1. _____ 4. _____

2. _____ 5. _____

3. _____ 6. _____

e. Begin your questions below and continue on the following pages. These should include <u>all</u> the questions you want to include for the field testing of your instrument. Be sure to include the name of your <u>survey on each sheet</u>.

Follow-up Survey of:

_____

by _____
(your name)

Exemption Test Response Sheet

Follow-up Survey of: _____

by _____
(your name)

Begin here with the questions you want to have answered. Arrange them in logical sequence.

Questions:

Exemption Test Response Sheet

Follow-up Survey of:

_____

by _____
(your name)

Questions:

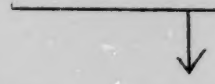
Exemption Test Response Sheet

Follow-up Survey of: _____

by: _____
(your name)

Questions:

Enabling Objective #3



a. Does your process for selecting the respondents require:

	YES	NO
Using the total class, or population to be surveyed?	___	___
OR		
Using a sampling process?	___	___

Give at least two reasons for your selecting this process:

1.

2.

Enabling Objective #4

Field Test Data

If in workshop setting ...

(Fill in the number of responses you received for each question on the left-hand margin of your Sample Instrument.)

OR

If actually completing a field test ...

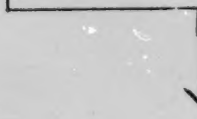
(Fill in the number of responses you received for each answer in the left-hand margin of a BLANK INSTRUMENT.)

Enabling Objective #5

I believe the following items should be changed for the reason(s) indicated:

	Item #	Recommended Change	Rationale for Change
1.			
2.			
3.			
4.			
5.			
6.			

Enabling Objective #6



Extrapolated Data

If in a workshop setting ...

(Fill in the number of responses and percentages you received and multiplied to give you a 100% response, for each question in the Right-hand margin of your Sample Instrument.)

OR

If actually completing a field test ...

(Use the Right-hand margin of a blank instrument for recording your numbers and percentages.)

Enabling Objective #7

Based upon the analysis of my data, I have the following preliminary findings:

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Based upon those findings, I make the following:

a. Conclusions

b. Recommendations

Feedback - Exemption Test

Place a check mark ✓ in the appropriate column for all answers on the test. You will have a choice of two to four answer columns: (1) Yes ___ (2) No ___ (3) NA ___ (not applicable) (4) O ___ . If you find it appropriate to use "Other", it will be necessary for you to add an explanation before this becomes a potentially acceptable answer.

Enabling Objective #1

	YES	NO	NA	O
a. Did you identify a specific educational experience as a focus of your survey?	___	___	___	___
1. A teaching technique	___	___	___	___
2. A lesson plan	___	___	___	___
3. A performance objective	___	___	___	___
4. A unit within a course	___	___	___	___
5. The performance objective for a course	___	___	___	___
6. The ORT's for a course	___	___	___	___
7. Other (Please specify) _____				
b. Did you state a minimum of two purposes for your survey? Any purposes are acceptable -- IF you believe they are appropriate for <u>your</u> survey.	___	___	___	___
C. Did you give at least one benefit to be derived from each purpose?	___	___	___	___

Enabling Objective #2

In this enabling objective <u>your</u> answers should be analyzed by <u>you</u> for relevancy with your rationale and the purposes of your survey. If you have any questions concerning any points, check with your workshop instructor or an expert on placement follow-up.

	YES	NO	NA	O
a. Did you add a minimum of two questions (and rationale) that relate to all of your students?	___	___	___	___

If other, explain _____

_____

b. Did you add a minimum of one question (and rationale) that relates to a specific experience you are evaluating, such as a set of performance objectives?	___	___	___	___

If other, explain _____

_____

c. Did you adapt a minimum of one question (and give rationale) to make it relate more specifically to your survey?	___	___	___	___

If other, explain _____

_____

d. Did you eliminate any questions that you felt detracted from your survey?	___	___	___	___

If N, NA, or Other, explain _____

_____

e. Did you write a complete set of questions -- including those from the model instrument as well as those you wrote for parts a-d?	___	___	___	___

Please be sure that these four sheets are neatly arranged, and that you've allowed sufficient space for the answers. Save the sheets; you'll need them for future Enabling Objectives.

Enabling Objective #3

	YES	NO	NA	O
a. Did you identify two rationales and the process you will use for selecting your respondents?	___	___	___	___
(1) Survey entire population -- rationale includes the following items:				
1. Effective public relations	___	___	___	___
2. Easier process to secure names and addresses	___	___	___	___
3. Easier for a non-sampling expert to use	___	___	___	___
4. I wanted to contact more persons than would be appropriate in a sampling process	___	___	___	___
5. Other (Explain) _____				
_____				
(2) Sampling -- Rationale includes the following items:				
1. Saves mailing costs	___	___	___	___
2. Statistically higher credibility	___	___	___	___
3. Easier to code and analyze	___	___	___	___
4. Saves time	___	___	___	___
5. Other (Explain) _____				
_____				
b. Did you identify the processes you would use for collecting data? Did you give at least two reasons for your decisions?	___	___	___	___
(1) Mailed questionnaire				
1. Inexpensive	___	___	___	___
2. Simplest process	___	___	___	___
3. Type of response	___	___	___	___
4. Other (Explain)	___	___	___	___

	YES	NO	NA	O
(2) Telephone interviews				
1. Easier to get responses than by mail	___	___	___	___
2. Not as difficult to contact respondents as by personal interview	___	___	___	___
3. Awareness of citizens of schools' programs.	___	___	___	___
4. Less costly than personal interview	___	___	___	___
5. Other (Explain) _____				
_____				
(3) Personal interview				
1. Effective public relations	___	___	___	___
2. High rate of response	___	___	___	___
3. More reliable data (assuming trained interviews are used)	___	___	___	___
4. Other (Explain) _____				
_____				
(4) Other (Explain) _____				
_____				
c. Did you identify your data coding and analysis process? Did you give at least two reasons for your choice?	___	___	___	___
(1) Manual				
1. Limited expertise required	___	___	___	___
2. Limited response	___	___	___	___
3. Lack of accessibility of other modes	___	___	___	___
4. Other (Explain) _____				
_____				

	YES	NO	NA	O
(2) Mechanical				
1. Have necessary facilities	___	___	___	___
2. Have necessary expertise	___	___	___	___
3. Have sufficient funds to hire	___	___	___	___
4. Need information more quickly than I can get by hand	___	___	___	___
5. Other (Explain) _____	___	___	___	___

_____

(3) Computer				
1. Can use school facilities	___	___	___	___
2. Can use school personnel	___	___	___	___
3. Have expertise and access to equipment	___	___	___	___
4. Have sufficient funds	___	___	___	___
5. Other (Explain) _____	___	___	___	___

_____

Enabling Objective #4

In this Enabling Objective your responses should have been recorded in the Left-hand margin of your instrument. No check is being made on the actual data recorded, nor the accuracy of the data. However, did you:

a. Identify the type of data-sampling of a class, interviewing participants or simulation?	___	___	___	___

If other, explain _____

_____

b. Have at least data recorded for each answer and divided where appropriate between two or more parts of a given question?	___	___	___	___

If other, explain _____

_____

Enabling Objective #5

	YES	NO	NA	O
a. Did you analyze the responses and found it unnecessary to make any changes?	—	—	—	—

If N, NA or Other, explain _____

_____

b. If you recommended changes, were these changes made on the basis of field test data? — — — —

If N or O, explain _____

_____

Enabling Objective #6

In this Enabling Objective your responses should have been recorded in the Right-hand margin of your instrument. No check is being made on the actual data recorded, nor the accuracy of your computations. However, did you:

a. Indicate the number of responses for each question and each sub-section of a question? — — — —

If N, NA, or O, explain _____

_____

b. Compute the percentage of your respondents answering each question and each sub-section of each question? — — — —

If N, NA, or O, explain _____

_____

Enabling Objective #7

a. Did you identify at least ten key findings? — — — —

b. Are all of your conclusions based on your field data? — — — —

If N, NA, or O, explain _____

_____

	YES	NO	NA	O
c. Are your recommendations data-based?	___	___	___	___

If N, NA, or O, explain _____

_____

V. PREREQUISITE SKILLS TEST

A. Rationale

Many things learned in a program are based upon knowledge or skills previously learned; and unless a student remembers everything, he may have trouble with the new instruction. So, the next step is to take the Prerequisite Skills Test. It tests for skills and competencies upon which the instructional program is based but which are not directly taught in the course, hence they are prerequisite.

B. The Test

If you have passed the exemption test items listed in the left-hand column, it will not be necessary to complete the related prerequisite test items listed in the right-hand column.

Exemption Item	Prerequisite Item
1	1
6	2

1. Check the reasons below why one might conduct a follow-up.

_____ wanted to see if his students attained their goals
_____ was curious if graduates were completing college
_____ felt that present curriculum did not prepare students for the world of work
_____ wanted reinforcement that students found previous day's delivery system effective
_____ wanted to start a new program

2. Check example a or b below for the format which can be more easily keypunched.

Example 1:

1 a. NAME Robert Wilson

____ b. NAME

Last						First					
W	I	L	S	O	N		R	O	B	E	R	T

Example 2:

____ a. Check present status.

☑ attending school full time
1

☐ attending school part time
2

____ b. Check present status.

attending school ☑ full time ☐ 2 part time

C. Feedback

1. All items should be checked. Any number of reasons may initiate a follow-up. All that is needed is a previous action and a desire or need to determine what has occurred since that action.

2. Example 1:
Answer is b. Keypunch operators prefer boxes with number denoting spaces where data is to be punched.

Example 2:
Answer is a. Boxes in vertical order are punched more quickly than those given in example b. Also, a bold check through a number in a box in b might confuse the number the keypunch operator must punch.

D. Skill Update

1. Survey your personal/environmental situation and determine which questions could best be answered by a follow-up.

2. Check follow-up studies done; e.g., The Secondary Graduate Follow-up Survey from the Michigan Department of Education, Vocational-Technical Education Service in the Appendix.

31

VI. LEARNING EXPERIENCES

In this module, the terminal performance objective is the design and implementation of a follow-up survey. The actual survey may be based upon the adaptation of a given "model" instrument or, upon an instrument you develop in the workshop. Your instrument should help provide answers important to your needs. The design, data collection, analysis, and evaluation will be based completely upon your initiative. The model instrument, on the other hand, provides a point of departure for your own instrument. This process was used because it was felt that a model would increase the potential use of these learning experiences by classroom teachers and administrators.

The answers received from the survey will help you make data-based decisions or recommendations. Consequently, the seven enabling objectives develop the process by which a survey may be started, conducted, and evaluated. These learning experiences make use of the materials found in the Appendix. You will need to use this source in designing your survey.

Enabling Objective #1

> You will (a) state a minimum of two reasons--specify the "why" or the goals for your survey. For each "why" you will (b) identify what you will do with the results.

This objective is a key point in your total design. Once you have stated your reasons for doing your survey and what you intend to do with the results, the next major step--construction of questions--becomes much easier.

In a recent Michigan Department of Education publication[3] a list of Goals (Why) and Concomitant Benefits (What) are given. Here are some that may be of help to you as you begin working on your survey.

Goals	Benefits
A. Fullest possible participation in the survey with 80% response rate.	A. An accurate picture of what happens to graduates after they leave secondary education programs.
B. Determination of graduate evaluation of the quality and benefit of their high school programs.	B. Graduate input on planning for improvement of educational programs.
C. Determination of the factors influencing graduate employability and adjustment to the world of work as well as continuing education.	C. Information for determining the relationship between secondary education programs and employment, job satisfaction, earnings, and/or further education.
D. Determination of the existence and extent of school-based placement services.	D. Information for planning the development of future placement services.
E. Determination of employment and further education trends.	E. A better understanding of student information needs for career goal implementation.

Notice that all of the above goals and benefits were directed towards the follow-up of a group of graduate students. But we have stated that your survey can be

---

[3]"Instruction for Conducting the 1975 Secondary Graduate Follow-Up Survey," Lansing, Michigan Department of Education, Vocational Technical Education Services, 1975, p. 3.

directed toward any type of educational experience that you wish to evaluate and wish to use the follow-up process as one method for collecting data.

Therefore, before you state your goals and expected benefits for your survey, it will be necessary for you to identify a specific educational experience that will become the focus of your survey. These experiences may include:

1. a teaching technique
2. a total lesson plan
3. a single performance objective
4. a unit within a course
5. the performance objectives for a course
6. the objective-referenced test items for a course
7. the competencies, objectives, and test items for a complete program.
8. or, others _____

_____

_____

NOTE: To record your responses to this objective, turn to the response sheets beginning on p. 57.

Response Sheet for Enabling Objective #1

The first step is to identify the educational experience you wish to evaluate through a follow-up survey. I have decided that I will use the following experience for my survey: _____

_____

_____

I believe that the following are my major goals and anticipated benefits:

Goals	Benefits
1.	1.
2.	2.
3.	3.

Enabling Objective #2

You will review a given instrument[4] and adapt that instrument to your own needs; or, construct an instrument during the workshop.

(a) If adapting an instrument, you will do so by:
  (1) eliminating question(s) that detract from the needs of your follow-up
  (2) adapting at least one question so that it will relate more specifically to your students
  (3) adding at least two questions that relate specifically to all students (vocational and non-vocational)
  (4) adding at least one question that relates to a specific performance objective, an instructional process (e.g., the use of field trips), a course, or a program
  (5) submitting a sample instrument and rationale

(b) If you construct an instrument, you need only to read enabling objective #2 and respond to item (5) above.

Once you have determined what you want to survey, why you are going to do it, and how you will use the results, you have taken a major step towards developing a set of questions to be used in your survey. However, there are many factors to be considered as you begin the first, or try-out draft, of your instrument. Some questions to be considered include:

1. Should I use open questions or check, short-answer questions? The obvious advantage to the open question is that it is much easier to construct. Consequently, you are tempted to ask many questions, some of which are "very interesting" --to you at least and all of which are usually extremely

---

[4]The instrument to be used in a workshop setting has been designed to collect follow-up data from secondary school vocational and non-vocational graduates. It should not be used--as is--without prior approval of the Vocational-Technical Education Service. Its use in this setting is to expedite the acquisition of principles of designing follow-up surveys, principles that can be adapted to a variety of educational experiences.

difficult for the reader to know exactly what you mean. Furthermore, this type of question requires extensive time for coding and recording the data. This is especially true if you have many potential respondents and intend to use a computer for data analysis.

On the other hand, "closed," clocked, or short-answer questions are the most difficult to develop. Again, there is a potential of confusing the respondent. It quite often takes many rewordings of this type of question to really get the type of data you need. But the coding and analysis of this type of question is much simpler to handle.

You will note that the model instrument has only one open-ended or general question. This specific question, or something similar, is an excellent type to use in any survey since it permits the respondent to give his own ideas without "leading" him by the type of phraseology used. On balance, depending of course on your purpose and the number of potential respondents, it is probably better practice to use predominantly "closed" or "check" questions.

However, because of time limitations and because your efforts here will be to produce a "first draft" instrument you may use open-ended questions if you wish. A better procedure, however, would be to study the sample instrument carefully and attempt to write the short-answer questions--especially for those you are revising or adapting.

Now let's take a look at each of the five parts to Enabling Objective #2. First of all for item "a" you are to "eliminate any questions that you think detract from the purpose of your survey."

Another factor you might keep in mind here is that you don't ask a question if you have the information readily available. For example, it might not be necessary for you to include on your instrument question 1 and 2 if you still remember all the students you will be contacting. A word of caution though. You will undoubtedly want to do some analyses of your data based upon Racial-Ethnic Groups (Q #1) and Sex (Q #2).

NOTE: To record your responses to this objective, turn to the response sheets beginning on p. 57.

Response Sheet for Enabling Objective #2

2.a. Your first step will be to indicate which questions you think you want to eliminate. Remember, for each question deleted you must give a reason.

	Delete Q #	Reason for Deleting
1.		1.
2.		2.
3.		3.
4.		4.

2b. Next, you are to "adapt" or modify at least one question so that it will relate more specifically to the purposes of your survey and the needs of your students. For example, if you are an elementary, middle school, or junior high school teacher, you know that question 10 probably will not apply to 99% of your students. They just are not old enough to be attending a post-secondary school. The same situation will also exist for some high school teachers. Consequently, this question might be the one you want to modify or it may be any one of the remaining 13. Let's try it. And let's try to keep it a check-type or short-answer question.

	# of Question to be adapted	How It's to be Adapted	Rationale for Change
1.			
2.			
3.			

2c. The next step is going to be more difficult. Now you are going to add two questions that relate to <u>all</u> students -- both vocational and non-vocational. If you are a high school or post-secondary teacher, you'll have to consider a cross section of <u>all</u> students in your school.

A common type of question that is often asked of high school or post-secondary students is concerned with "what courses were most beneficial to you" or "which courses have you used the most in the last months or years."

For elementary students career education type questions are quite pertinent or questions concerning the relationship or relevancy of certain subjects as they have moved from grade to grade.

Ready? Now, write <u>at least</u> two questions and give rationale for including them.

	Question	Rationale
1.		1.
2.		2.

2d. Specificity is called for in this next question. You are to <u>add</u> at least one question that relates to a specific performance objective, etc. This type of question <u>can</u> add precision to your data. For example, you might ask a student to identify specific elements or processes in math that he uses every day if you are a math teacher. Or, you might ask a student how frequently he has used one of "your favorite performance objectives" since he left your class. Or, you might ask a student to not only give you his job title (if employed), but also a list of the five or six major tasks he performs each day or each week.

You can, of course, think of many additional questions. Let's start writing them--keeping the questions in short-answer or check format.

	Question	Rationale
1.		1.
2.		2.
3.		3.

2e. This one is easy - all you have to do is "put it all together." Write your questions in the sequence you want them on some work sheets. Be as neat as you can -- you'll need this "Sample Instrument" for several additional performance objectives.

SAMPLE INSTRUMENT

Follow-up Survey of:

_____

by _____
(your name)

Questions:

SAMPLE INSTRUMENT

Follow-up Survey of : _____

by _____

Questions:

SAMPLE INSTRUMENT

Follow-up survey of: _____

by _____

Questions:

Enabling Objective #3

You will identify the specific procedures you will use in conducting the survey. These procedures must include:
(a) the process for selecting the respondents
(b) the process for collecting the data
(c) the process for data coding and analysis

At least two reasons must be given for selecting each process.

The time you spend on thinking through the specific procedures pays handsome dividends. You tend to be more precise and you save considerable time when you get to data coding and analysis. Your first consideration in this enabling objective is the process you will use for selecting your repsondents. Like all of the other decisions you have made in developing your survey, there are pros and cons. There are some specific advantages and limitations.

Basically you have two major choices in the process to be used for this enabling objective. You can survey the entire population, or you can take a sample of the population. Which should you use? It's hard to say -- and sometimes the decision might not be worth debating if you want to do the survey. For example, the model instrument you are using is sent to <u>all</u> vocational graduates. According to regulations issued by the U.S. Office of Education the States are <u>not permitted</u> to use a sampling process. On the other hand, if you have a thousand students, and you're closing the survey yourself -- you are almost forced to use a sampling process.

The major advantages of sampling include a reduction in cost for printing, mailing, coding, and analyzing the data. A more statistically creditable process, and a major saving in time. One of the major disadvantages of sampling is that it is a technical process and requires some degree of expertise. See Appendix B for a brief description of a formula you might consider if you decide at a later date to use a sampling technique.

The major advantage of contacting the total population is that if it is a good survey you have a positive public relations effect. Also, it is usually rather a simple process to secure names and addresses of former students. The disadvantage comes in the lack of credibility that might be attached to your findings by your readers since surveys of this type usually get a return of 40 to 45%. Of course you can and should send out a 2nd follow-up to those who didn't respond the first time. You can also do a sampling of the non-respondents to determine if those who didn't originally respond are typical of those who did. Unfortunately, this latter process is also technical and requires some special expertise.

Your decision must be based on factors such as:

1. any stated rules or regulations
2. total number of population
3. feasibility of getting adequate returns
4. time and money available
5. your expertise and feasibility of using consultants

3a. Now that you know some of the advantages and limitations of each process, as well as the resources available to you, what is your decision for your survey?

1. Contact the entire population
2. Use a sampling process in which case I'd probably contact a minimum of _____ persons out of a total population of _____.

What are several key reasons for this decision: _____

_____

_____

_____

3b. When you consider the process to be used for collecting your data you have 3 prime processes - and combinations of them to consider. These are:

1. Mailed questionnaires
2. Telephone interviews
3. Personal interviews.

The simplest process to use -- as well as the least expensive is the mailed questionnaire. We know that the rate of return is usually low. Furthermore, there's some evidence that you get different types of responses from your respondents when using a mail vs. a personal approach. But, a telephone or personal interview technique are both more expensive than a mailed instrument.

Also it is absolutely essential to use interviewers who have been trained in the techniques of interviewing -- and in the use of your instrument. The major advantages of these last two approaches include an increased awareness of

of the school's desire to improve. Most citizens like to be asked about their schooling. For vocational teachers who interview businessmen there is also an increased awareness of the availability of locally trained potential employees. Again, you are confronted with the problems of cost, time, and expertise. You know your potential resources -- could they be expanded? In any case you must decide to use a specific process for data collection. Which shall it be? Check one:

1. Mailed instruments _____
2. Telephone interviews _____
3. Personal interviews _____
4. Other (explain) _____

_____

What are several key reasons for your decision:_____

_____

_____

_____

3c. There are at least three commonly-used processes for data coding and analysis that may be available to you. These are:

1. Manual - hand recording, hand sorting, mental analysis

2. Mechanical - machine input by keypunch to a punched card, punched card sorting, some mechanical data analysis. Available where a school has key punch machines and "unit record equipment" - but no computer

3. Computer - machine input through optical scanning, a computer terminal, or key-punching considerable data analysis be accomplished - dependent upon the availability and expertise of systems personnel.

Before we talk about the specific process you might use, take a look at the model instrument. Do you see the very small number that is printed near each major question? This number is used by a keypunch operator to place the appropriate data in a specific column of an IBM card. This process of assigning numbers to questions is called pre-coding. As you develop your instrument, you should remember that you will have to transfer the answers from your questionnaire to some other piece of paper either manually, mechanically, or electronically. This process is known as coding--or organizing--your data.

You must have your data-coding system organized so that you add your answers, determine percentages and do other appropriate analysis.

Again, you have to consider the size of your survey, as well as your resources of time, money, and availability of special expertise, or equipment.

NOTE: To record your responses to this objective, turn to the response sheets beginning on p. 57.

Response Sheet for Enabling Objective #3

This is the last decision you must make concerning procedures which you select.

1. Manual _____
2. Mechanical _____
3. Computer _____

What are several key reasons for your decision? _____

_____

_____

_____

_____

Enabling Objective #4

You will field test[5] your instrument on a minimum of 10% of the students who completed a class you taught at least three months prior to your contacting them. Raw data will be entered on a sample instrument for each of your questions. The number of responses for each question must be shown on the sample instrument.

If in a workshop setting, the instructor will determine if you should 1) use the 10% sample of your students - OR 2) interview 3 or 4 workshop participants - OR 3) simulate the answers you think you would get.

This step, repeated many times, in a formal survey, is the key to the validity and reliability of your instrument. However, this subject is quite technical and is not vital for the informal survey -- or the field testing phase we are now considering. The primar, purpose of the field testing phase we are now considering. The primary purpose of the field testing for your first draft is to determine if the respondents understood the question and to determine if you can use the data.

How do you know if they understood the question? Well, if you use either of the first two procedures recommended above, the interviews will tell you! Or, if you mail out a set of interviews as another approach to field testing and some questions are not answered - or the answers don't make sense, you'll know.

---

[5]In a workshop setting, this enabling objective may be modified by interviewing three or four workshop participants, or by simulating the answers you think you would get from your students.

Remember, we suggested that you not ask all the questions that "might be interesting?" Your field-test data may show you that although the question is clear, and the answers are precise -- the answers won't help you answer your basic needs. This is the time to scrutinize and eliminate interesting, but unneeded questions.

NOTE: To record your responses to this objective, turn to the response sheets beginning on p. 57.

Response Sheet for Enabling Objective #4

Let's try out your instrument. Turn to the instrument and record all of your answers in the LEFT-HAND MARGIN.

Enabling Objective #5

You will use field test data to make recommendations for any changes in your instrument.

The purpose and process for making decisions on this enabling objective were incorporated in Enabling Objective #4.

> NOTE: To record your responses to this objective, turn to the response sheets beginning on p. 57.

Response Sheet for Enabling Objective #5

Please complete the following for your response to Enabling Objective #5.

1. I've analyzed the responses and the data and find no revision necessary. _____

2. I recommend the following changes in my survey instrument based upon my field test data.

Q#	Recommended Change
1.	
2.	
3.	
4.	

Enabling Objective #6

You will use your field-test data (extrapolated to represent 100% of your class) to tabulate results for each question. The tabulation should indicate the number of respondents for each question and the percentage answering each portion of each question.

This is a relatively simple process - and the purpose is to give you simulated data - simulated to represent a 100% return on your survey. So, if your class consisted of 30 students and you interviewed three students, then each student's response equals the response of ten students. Therefore you multiply each response to each question by ten. If you interviewed three workshop participants, the process would be the same. However, if you simulate the data by guessing, which is a dangerous game, your "guess" equals 30 students.

Of course you can say that your class consists of 30 students and that for Q#3 (for example), 5 answered EXCELLENT; 16, GOOD; 6,FAIR; and 3, POOR. This makes your data analysis more realistic!

Remember to record your data in the RIGHT-HAND MARGIN of your instrument.

NOTE: To record your responses to this objective, turn to the response sheets beginning on p. 57.

Response Sheet for Enabling Objective #6

Again, turn to your instrument in 2.e. on page 41 to respond here. Record your data in the RIGHT-HAND MARGIN of your survey instrument.

Enabling Objective #7

You will identify the key findings of your survey and draw conclusions and make recommendations for changes. At least ten findings should be identified. All conclusions should be based upon your survey data.

Your first task in this enabling objective usually doesn't cause much concern or problems. All you're doing here is "just reporting the facts." When you get down into the area of interpreting the data, however, that's where the confusion arises. Your conclusions should be based on your findings. Here's where semantics or "antics with semantics" can begin. And, here is where you have to be very careful to keep your biases out of your conclusions -- "just the facts, M'am!"

For example, if you have a quart bottle that contains 16 ounces -- is it half full, or half empty? Obviously it is both. Try to report your conclusions from a positive - but - honest point of view -- even if you don't like the data! Don't, for example, report that over 30% of the students liked something, (when 50% didn't and 20% had no opinion)!

When you get to making recommendations -- these should also be based upon your data. To the extent you can back each conclusion and each recommendation with specific, positive data you will increase the credibility of your survey. However, it is legitimate to make a recommendation that might vary from the data -- if you have a plausible rationale. For example, only 20% of the respondents answered a question concerning the

elimination of a course or program. Yet all 20% said "eliminate" so you could state that this question needed to be analyzed and additional input obtained (perhaps from non-respondents) before any action would be taken on this item.

You might want to consider a process where you list

Finding #1

Conclusion #1

Recommendation #1

This enables the reader to identify and relate data between each of the three points. However, this is not a requirement.

NOTE: To record your response to this objective, turn to the response sheets beginning on p. 57.

Response Sheet for Enabling Objective #7

You should now be prepared to list your ten findings and what you consider an appropriate number of conclusions and recommendations based upon your extrapolated data.

FINDINGS	CONCLUSIONS	RECOMMENDATIONS
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

VII. EXIT TEST

The Exit Test is administered to assess achievement. Are you ready for the final evaluation? If so, see your instructor or an expert in your school district for help. If not, go on to the Exit Test.

The Test

The Exit Test for this module is to show successful completion of the response sheets for the enabling objectives. The successful completion of the enabling objectives also demonstrates your successful completion of the terminal performance objective:

Terminal Performance Objective

Given an experience you wish to evaluate, you will design and implement a follow-up survey procedure that will provide feedback data for review, possible revision and possible evaluation for that experience. The follow-up procedures must include:

1. Your reason for conducting the survey
2. A follow-up survey instrument
3. A set of data (real or simulated) to be evaluated
4. A set of procedures for conducting the survey
5. A list of findings, conclusions, and recommendations based upon your available data.

Turn the response sheets for the enabling objectives WHICH FOLLOW in to your instructor or an expert in your school district.

NOTE: You now know the principles of designing a follow-up study and you have a field tested instrument. Why not use this competency immediately--perhaps as part

of an in-service program in your school, for a graduate class project, or just because you are a curious professional!! You really want to know "how you can become a more effective teacher or administrator."

You don't have to do it alone. Get a colleague, another member of your department, or your class to help you. Additional materials to help you get started may be found in the Appendix. Good surveying!!

RESPONSE SHEETS FOR MODULE #5

E.O. #1 I have decided that I will use the following experience for my survey: _____

_____

_____

I believe that the following are my major goals and anticipated benefits:

	Goals		Benefits
1.		1.	
2.		2.	
3.		3.	
4.		4.	
5.		5.	

E.O. #2

NOTE 1: Complete all sections "a" through "e" IF ADAPTING an instrument.
NOTE 2: Complete only section "e" if constructing an instrument.

2a. Eliminate questions. Remember, for each question deleted you must give a reason.

	Delete Q #	Reason for Deleting
1.		1.
2.		2.
3.		3.
4.		4.

Response Sheets - Module #5

2 b. Adapt at least one question.

	# of Question to be adapted	How It's to be Adapted	Rationale for Change
1.			
2.			
3.			

2 c. Add at least two questions.

	Question	Rationale
1.		1.
2.		2.

2 d. Add specific questions.

	Question	Rationale
1.		1.
2.		2.
3.		3.

63

Response Sheets - Module #5

2 e. Sample Instrument

Field Test Data E.O.4	QUESTIONS (In Logical Sequence)	Extra-polated Data E.O. #6

64

Response Sheets - Module #5

2 e. Sample Instrument

Field Test Data E.O.4	QUESTIONS (In Logical Sequence)	Extra-polated Data E.O. #6

Response Sheets - Module #5

3. a. Which process will you use?

___ 1. Contact the entire population.

___ 2. Use a sampling process in which case I'd probably contact a minimum of ___ persons out of a total population of _____.

Why did you select this process? _____

_____

_____

3. b. Which process will you use?

1. Mailed instruments _____
2. Telephone interviews _____
3. Personal interviews _____
4. Other (explain) _____

_____

Why did you select this process? _____

_____

_____

3. c. Which process will you use?

1. Manual _____
2. Mechanical _____
3. Computer _____

Why did you select this process? _____

_____

_____

NOTE: See pages 59 and 60 for space to respond to Enabling Objectives 4 and 6.

Response Sheets - Module #5

E.O. #5

1. I've analyzed the responses and the data and find no revision necessary. _____

2. I recommend the following changes in my survey instrument based upon my field test data.

Q #	Recommended Change
1.	
2.	
3.	
4.	

E.O. #7 List your ten findings and what you consider an appropriate number of conclusions and recommendations based upon your extrapolated data.

	FINDINGS	CONCLUSIONS	RECOMMENDATIONS
1.			
2.			
3.			
4.			

Response Sheets - Module #5

E.O. #7 (continued)

	FINDINGS	CONCLUSIONS	RECOMMENDATIONS
5.			
6.			
7.			
8.			
9.			
10.			

APPENDIX A

Follow-up Survey
of 1975 Graduates

VE-4045-A
4/75

Michigan Department of Education

Please return survey form to:

SCHOOL DISTRICT LABEL

FOLLOW-UP SURVEY OF 1975 GRADUATES

By answering the following questions you can help us to plan better educational programs for present high school students. The information you return will be used for educational purposes only. Thank you for your cooperation and assistance in completing this survey. Your name will not be released or otherwise connected with the information you provide.

PART I.

DIRECTIONS: Everyone should complete Part I.

1. Racial-Ethnic Group:

14 [1] American Indian
[2] Black
[3] Oriental
[4] Spanish Surnamed American
[5] White
[6] Other

2. Sex:

15 [1] Male
[2] Female

3. Check the WORD that best describes how well your high school (or area vocational education center) courses prepared you to do what you are doing now.
(Check ONE only.)

16 [1] Excellent
[2] Good
[3] Fair
[4] Poor

4. Which of the following statements describe your present status?
(Check ALL that apply.)

A. 17 [1] I am now employed.
I work about _____ hours per week.
18

B. 20 [1] I am not now employed.

C. 21 [1] I am looking for a job.
[2] I am not looking for a job.

D. 22 [1] I am a full time student.
[2] I am a part time student.

E. 23 [1] I am a homemaker.

F. 24 [1] I am in (or will be by January 1976) the military service.

70

PART 2.
DIRECTIONS FOR PART 2

If you are employed full or part time now, or if you are in the military, please complete this part of the questionnaire. Otherwise, go directly to Part 3, question 10.

Name of Company	City	State
Your Job Title		

5. What did your HIGH SCHOOL or AREA VOCATIONAL EDUCATION CENTER do to help you find a job?
(Check ALL that apply.)

25 [1] Told me about job openings
26 [1] Sent me for an interview
27 [1] Taught me to fill out a job application
28 [1] Gave information about me to my employer
29 [1] Other (please specify) _____
30 [1] None of the above

6. Who helped you to find a job?
(Check ALL that apply.)

31 [1] High school or area vocational education center counselor
32 [1] Teacher or co-op coordinator
33 [1] Relative or friend
34 [1] High school or area vocational education center placement office
35 [1] Public employment agency
36 [1] Private employment agency
37 [1] College placement office
38 [1] Other (Please specify) _____
39 [1] None of the above

7. On your present job, how much do you use the vocational training you received in high school or area vocational education center?
(Check ONE only.)

40 [1] A lot
[2] Some
[3] Hardly any
[4] None

8. Overall, how satisfied are you with your present job?
(Check ONE only.)

41 [1] Very satisfied
[2] Somewhat satisfied
[3] Not very satisfied
[4] Not at all satisfied

9. On my present job I am paid about $_____ per hour.
42

PART 3.

DIRECTIONS FOR PART 3.

If you are now attending school or are enrolled in a training or apprenticeship program, please complete this part of the questionnaire. Otherwise, go directly to Part 4, question 14.

Name of School, Training or Apprentice Program	City	State

10. Check the type of school or program you are now attending.
(Check ONE only)

48 [1] 2 year college (vocational-technical training program)
[2] 2 year college (liberal arts program)
[3] 4 year college or university
[4] Business or trade school
[5] Apprentice Program
[6] Other (Please specify.) _____

11. My major area of study (or training) is _____

12. In your major area of study (or training), how much do you use the vocational training you received in high school or area vocational education center?
(Check ONE only.)

47 [1] A lot
[2] Some
[3] Hardly any
[4] None

13. Check all who assisted you in finding and/or getting into your present educational program..
(Check ALL that apply)

48 [1] High school or area vocational education center counselor
49 [1] Teacher or co-op coordinator
50 [1] Relative or friend
51 [1] High school or area vocational education center placement office
52 [1] Training or apprentice program recruiter
53 [1] Other (Please specify) _____

PART 4.

DIRECTIONS FOR PART 4.

If you are presently unemployed and are looking for a job, complete this part of the questionnaire. Otherwise, go directly to Part 5.

14. Whom have you asked for help in finding a job?
(Check ALL that apply.)

54 [1] High school or area vocational education center counselor
55 [1] Teacher or co-op coordinator
56 [1] Relative or friend
57 [1] High school or area vocational education center placement office
58 [1] Public employment agency
59 [1] Private employment agency
60 [1] College placement office
61 [1] Other (Please specify) _____
62 [1] None of the above

PART 5.

DIRECTIONS FOR PART 5

Any comments or suggestions you may have can be written in the space below. (Include any type of assistance you might need now or things you would have liked to have had in your high school program.)

Comments and/or Suggestions:

SCHOOL USE ONLY

1. 63 [1.] [2.]

2. 64 [1.] [2.]

If an AREA CENTER, report student's home district identification. CEPD CODE 73

3. O. E. Code 65 ___ ___ . ___ ___ ___ ___

Name of Program _____

4. 71 [1.] [2.]

5. 72 [1.] [2.]

APPENDIX B

CO-OP GRADUATE FOLLOW-UP INSTRUMENT

CO-OP GRADUATE FOLLOW-UP INSTRUMENT

Developed by

FRED S. COOK and FRANCIS J. BROWN,
Principal Investigators

MARY MAYBERRY,
Research Assistant

WAYNE STATE UNIVERSITY
College of Education
School of Business Administration
Detroit, MI 48202

In cooperation with

JEANNE REED
Department of Business Education
THE DETROIT PUBLIC SCHOOLS
Detroit, MI 48202

Funded by

THE MICHIGAN DEPARTMENT OF EDUCATION
Division of Vocational Education
Lansing, MI 48904

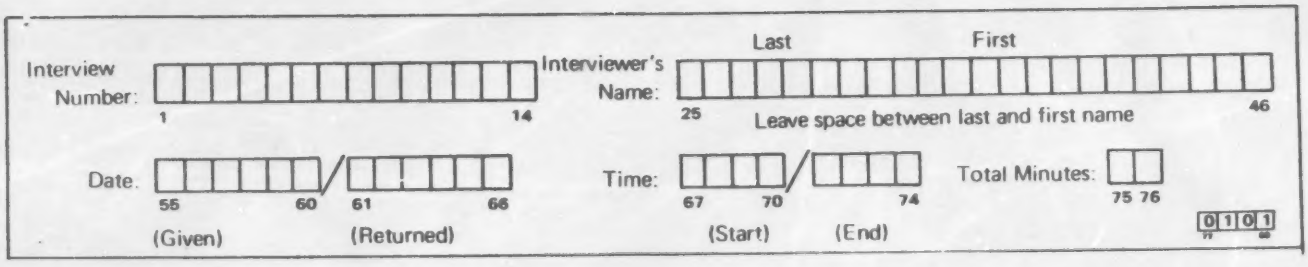
January, 1971

CO-OP GRADUATE FOLLOW-UP INSTRUMENT

A Ten-Minute Short Form Telephone Questionnaire*

(For optimum results, interviewer must study instrument carefully before attempting first contact.)

INTERVIEWER: THE FOLLOWING BOX MUST BE COMPLETED:



*Developed by Wayne State University in cooperation with the Detroit Public Schools, and funded by the Michigan Department of Education.

INTERVIEWER INSTRUCTIONS FOR PAGE 2

STEP 1. Dial the telephone number of the respondent (R) →

STEP 2. STATE the following to R: "THIS IS _____ FROM WAYNE STATE UNIVERSITY. AM I SPEAKING WITH _____?
(Respondent's name)

STEP 2A. IF YES: Continue: →

STEP 2B. IF NO:

"WE ARE CONTACTING GRADUATES OF _____ HIGH SCHOOL WHO WERE ENROLLED IN THE CO-OP PROGRAM AND WE WOULD APPRECIATE YOUR ASSISTANCE. WE WANT TO DETERMINE IF YOUR HIGH SCHOOL PROGRAM HAS BEEN BENEFICIAL TO YOU IN YOUR ACTIVITIES SINCE HIGH SCHOOL. THIS INTERVIEW WILL TAKE ABOUT 10 MINUTES. MAY I HAVE YOUR COOPERATION?

STEP 3. IF YES: Verify the information in Part A. →

If all information is correct, go to Q. 5 on Page 3.

If all information is not correct, see STEP 3 A below.

IF NO: Don't ARGUE with R, but do attempt to determine reason for refusal. Then complete PART B on Page 2, and terminate the interview.

STEP 3A. If R did not graduate in (mo./yr.) ☐☐☐☐☐☐, complete PART B and terminate interview. →

If R was not in office or distributive education, complete PART B and terminate interview. →

Ask if speaker might know how I can contact R

IF YES, complete PART C and repeat procedure beginning with step 1.

IF NO:

Complete PART D →

FOR OPTIMUM RESULTS, INTERVIEWER MUST STUDY INSTRUMENT CAREFULLY BEFORE ATTEMPTING FIRST CONTACT.

RESPONDENT'S TELEPHONE NUMBER

Area Code & Phone No. (15–24)

Name: (25) (Last) (First) (Initial) (Maiden Name) (63)

0201

Address: (25) (Number) (30) (Street) (45)

0202

(25) (City) (State) (Zip) (44)

0203

PART A — DETERMINING R'S ELIGIBILITY FOR INTERVIEW

1 SEX: Codes – 1=Male 2=Female (9)

2. MARITAL STATUS: Codes – 1=Single 2=Married 3=Other (10)

3. When did you graduate from high school? (month/year)

(NOTE: R must have graduated in (month/year)

4. Were you in the office co-op program, or the retail co-op program?
(NOTE: R must have been in an office or retail co-op program)
1=Office 2=Retail 3=Neither RECORD CODE HERE → (11)

PART B

REASON FOR NOT COMPLETING INTERVIEW: RECORD CODE HERE → (12)

2. Unable to locate.
3. Refused to cooperate (Specify) _____
4. Deceased.
5. Did not graduate in (month/year)
6. Not in office/retail co-op program.
7. Other (Specify) _____

TERMINATE INTERVIEW

PART C

IF RESPONDENT'S WHEREABOUT IS KNOWN:

Directed to: Address: (25) (30) (Number) (Street) (15) Area Code & Phone No (24)

0204

(25) (City) (70) (State) (72) (Zip)

0205

76

PART D

IF RESPONDENT'S WHEREABOUTS IS NOT KNOWN:

Record a Code "8" (unable to locate) here → (12)

INTERVIEWER INSTRUCTIONS FOR PAGE 3

STEP 1. Ask R Q. 5 & record appropriate code number in box directly under Q. 5 →

IF NO: Go to Q. 6 on Page 4.

IF YES: Ask Q. 5a → and record answers

↓

Complete BOX 1 for FIRST high school co-op job. →

INTERVIEWER: Then ask if R had a second co-op job. IF YES: Complete box 2 for second co-op job (use same procedure to determine if R had a third co-op job). IF NO SECOND HIGH SCHOOL CO-OP JOB: Go to Q. 6 on Page 4.

Complete BOX 2 for SECOND high school co-op job. →

INTERVIEWER Ask if R had a third high school co-op job. IF YES: Complete Box 3 for third high school co-op job. IF NO THIRD HIGH SCHOOL CO-OP JOB: Go to Q. 6 on Page 4

Complete BOX 3 for THIRD high school co-op job →

NOTE: IF MORE THAN 3 HIGH SCHOOL CO-OP JOBS, INDICATE TOTAL CO-OP JOBS HERE [ ], BUT DO NOT COLLECT DATA ON MORE THAN 3 HIGH SCHOOL CO-OP JOBS.

STEP 2. After recording high school co-op job information, go to Q. 6 on Page 4.

HIGH SCHOOL CO-OP EXPERIENCE

5. Did you have a co-op job during high school?

1=Yes
2=No [ ] 13

5a. **"I AM GOING TO ASK YOU SOME QUESTIONS ABOUT YOUR FIRST HIGH SCHOOL CO-OP JOB."**

BOX 1. – FIRST HIGH SCHOOL CO-OP JOB.

Company: 25 46
Employment Dates: From 49 To 55 60
Job Title: 61 75
Have you worked for this company since high school?

1=Yes
2=No [ ] 76

0 3 0 1

BOX 2. – SECOND HIGH SCHOOL CO-OP JOB.

Company: 25 46
Employment Dates: From 49 To 55 60
Job Title: 61 75
Have you worked for this company since high school?

1=Yes
2=No [ ] 76

0 3 0 2

BOX 3. – THIRD HIGH SCHOOL CO-OP JOB.

Company: 25 46
Employment Dates: From 49 To 55 60
Job Title: 61 75
Have you worked for this company since high school?

1=Yes
2=No [ ] 76

0 3 0 3

INSTRUCTIONS FOR PAGE 4

STEP 1. You are to ask R (Q. 6) to tell you all the activities he has had since graduating from high school, but NOTE YOUR INSTRUCTIONS CAREFULLY BEFORE going to Question 6 on Page 4:

a. Record the BEGINNING and ENDING DATES of each activity that R tells you about in the spaces called TIME PERIODS.

b. Indicate the type of activity for each TIME PERIOD by recording the appropriate code number – see box labeled ACTIVITY CODES on Page 4. (For Activity Codes 1 through 5, you must determine if activity was full-time or part-time.) *You must record an activity for each period using the following codes:*

1=Employed	5=In commercial school
2=Unemployed & seeking work	6=Armed Services
3=In 2 year community college	7=Unemployed & NOT seeking work
4=In 4 year college	8=Full-time homemaker
	9=Vacation

NOTE: If R was engaged in two activities during the same time period, record each activity as a separate time period on a separate line and record the appropriate activity codes. *EXAMPLE: R worked and attended school during the same time period, record as follows:*

a. From July 1 to Dec. 15 [1] 1=Part-Time 2=Full-Time [2]

b. From Jan. 1 to May 10 [4] 1=Part-Time 2=Full-Time [1]

STEP 2. Ask R Question 6 on Page 4 ——→

Record R's first time period and activity code on Line A on Page 4. ——→
Then ask R what he did next and record this time period and activity code. ——→
etc. Continue this procedure until R has accounted for his activities during the time periods of the study: [ ][ ]/[ ][ ]/[ ][ ] (mo./da./yr.) to [ ][ ]/[ ][ ]/[ ][ ] (mo./da./yr.)

STEP 3. Next, complete appropriate pages indicated for the activity code recorded on Line A on Page 4 (see "Activity Codes" box at top of page 4). Complete the pages indicated for the activity code recorded on Line B, etc.

EXAMPLE If you have recorded an activity code "1" on Line A on Page 4, ask the questions on Pages 5, 6, and 7.

NOTE: The "DIRECTIONS" column in the ACTIVITY CODES box at the top of Page 4 *indicates that there are no pages related to Codes 3 through 9.* If these are the only code(s) that you have recorded in the "Time Period" section on Page 4, ask R Questions 15 and 16 on Page 15.

STEP 4. After you have collected data for recorded activity Codes 1 and/or 2, go to Page 15 BUT note your instructions before asking questions on this page.

POST-HIGH SCHOOL ACTIVITIES

CODES:	ACTIVITY & DESCRIPTION	DIRECTIONS*
1	Employed	Go to Pages 5 through 7.
2	Unemployed & seeking work	Go to Page 8.
3	In 2 year community college	No pages relative to this code.*
4	In 4 year college	No pages relative to this code.*
5	In commercial school	No pages relative to this code.*
6	Armed Services	No pages relative to this code.*
7	Unemployed & *not* seeking work	No pages relative to this code.*
8	Full-time homemaker	No pages relative to this code *
9	Vacation	No pages relative to this code.*

NOTE: If you have only recorded asterisked code(s) below, go to Page 15 and ask Q. 15 & 16. However, if you have recorded below code(s) 1 and/or 2, go to page(s) relative to these code(s) then go to Page 15 and ask Questions 15 and 16.

2 What have you been doing since you graduated from high school? That is, have you been working, going to school, etc. Let's start with the first thing you did after graduating from high school from [ ][ ][ ][ ] (dates) to [ ][ ][ ][ ] (dates)

TIME PERIODS: **COMPLETE FOR CODES 1 THROUGH 5:**

	TIME PERIODS:		COMPLETE FOR CODES 1 THROUGH 5:	
a.	From [15–20] Mo./Da./Yr.* to [21–26] Mo./Da./Yr.*	[27]	1 Part-Time / 2 Full-Time [28]	0401
b.	From [15] Mo./Da./Yr. to [21] Mo./Da./Yr.	[27]	1 Part-Time / 2 Full-Time [28]	0402
c.	From [15] Mo./Da./Yr. to [21] Mo./Da./Yr.	[27]	1 Part-Time / 2 Full-Time [28]	0403
d.	From [15] Mo./Da./Yr. to [21] Mo./Da./Yr.	[27]	1 Part-Time / 2 Full-Time [28]	0404
e.	From [15] Mo./Da./Yr. to [21] Mo./Da./Yr.	[27]	1 Part-Time / 2 Full-Time [28]	0405
f.	From [15] Mo./Da./Yr. to [21] Mo./Da./Yr.	[27]	1 Part-Time / 2 Full-Time [28]	0406
g.	From [15] Mo./Da./Yr. to [21] Mo./Da./Yr.	[27]	1 Part-Time / 2 Full-Time [28]	0407
h.	From [15] Mo./Da./Yr. to [21] Mo./Da./Yr.	[27]	1 Part-Time / 2 Full-Time [28]	0408
i.	From [15] Mo./Da./Yr. to [21] Mo./Da./Yr.	[27]	1 Part-Time / 2 Full-Time [28]	0409
j.	From [15] Mo./Da./Yr. to [21] Mo./Da./Yr.	[27]	1 Part-Time / 2 Full-Time [28]	0410

*If R is unable to give exact date, ask for an approximate date — *the exact date is not vital.*

POST-HIGH SCHOOL ACTIVITIES

INSTRUCTIONS FOR PAGE 5

STEP 1. Ask R Question 7 on Page 5 →

INTERVIEWER: The "time period" refers to the time periods for your FIRST Code "1" recorded on Page 4 – R's FIRST job after graduating from high school.

> NOTE: It is IMPERATIVE you remember that the questions on Pages 5–7 refer to the FIRST Code "1" that you have recorded on Page 4. It is, therefore, MANDATORY that these pages (5–7) be used for recording information on R's FIRST JOB after graduation.

STEP 2. Ask Question 8 on Page 5 →

INTERVIEWER: Convert R's response to appropriate code number and record figure in box to right of pre-coded responses.

NOTE: (a) If you have a Code "13," record this figure in the code box and explain what this code is directly under "13 Other (Specify):."

(b) If you have two or more code numbers, record all codes.
EXAMPLE: R states "Relative(s)" and "Employees already working there."

11
3

FIRST JOB
AFTER GRADUATING FROM HIGH SCHOOL

7 You indicated that you had a job from 15 (date) 20 to 21 (date) 26

What is the name and address of this company?

Name of Company: 27

Address: 27 48

City: 27 69 State: 70 71 Zip: 72 76

0501

0502

0503

7a. What is the name and title of your immediate supervisor?

Name: 27 51 Title: 52 59

7b. What is the business phone number: 60 63 66 Ext.: 70 73

8. How did you find out about this job?

1 Friend.
2 Ad in a paper.
3 Employees already working there and personal reference.
4 Mich. Employment Security Comm./Mich. Employment Service.
5 Private Employment Agency (charges a fee).
6 Public Employment Agency (does *not* charge a fee).
7 Walk-in at company's personnel office.
8 Co-op Program.
9 Work Experience Program.
10 Formerly employed there.
11 Relative(s).
12 Other (Specify)

74 75 76

1st response 2nd response 3rd response

0504

FIRST JOB AFTER GRADUATING FROM HIGH SCHOOL

INSTRUCTIONS FOR PAGE 6

STEP 1. Ask R Question 9 on Page 6

INTERVIEWER: Record R's response in the box provided for "job title." (That is, R's FIRST job after graduating from high school.)

STEP 1A. Ask R Question 9b

INTERVIEWER: We want a list of job duties – that is, all tasks given by the boss for the employee (R) to perform.

> NOTE: It may be necessary to probe to obtain job duties that R might have neglected to mention. *EXAMPLES: Is there anything else you might do in a day's work?* (IF YES: Obtain and record task.) *Is there anything you might do just once or twice a week?* (If Yes: Obtain and record task.) *Is there anything you might do just once or twice a month?* If Yes: Obtain and record task.) *Now, is there any thing you might do just once or twice every five or six months?* (If Yes: Obtain and record task.)

STEP 2 Ask R Question 10 on Page 6

Record appropriate code number in box.

STEP 2A. Ask R Question 10 FIRST and indicate all machine(s) used with a check (✓) in the column between Questions 10a and 10b.*

STEP 2B. After R has indicated all machine(s) used on the job, ask Question 10b for EACH MACHINE that you have checked. Response(s) to Question 10b is to be indicated with a 1 or 2.

*NOTE: It may be necessary to probe to obtain types of office/retail machines used on the job. For example, R might have a job that requires a typewriter, but does not state that a typewriter is used. An acceptable probe would be: "You indicated in an earlier question that correspondence is one of your job duties. Is this correspondence handwritten?" At this point R should indicate that correspondence is typed, so you would check typewriter. Another example might be R indicates that preparation of payroll is a job duty, but does not indicate that an adding machine or calculating machine is used on the job. An acceptable probe would be: "You indicated in an earlier question that you prepare the payroll. Is this done by hand?" R will state a yes or no. However, if the answer is "no," you must find out the type of machine used to compute the payroll.

Unacceptable probes are those where the interviewer states types of office/retail equipment. For example, asking R if a typewriter is used on the job, if an adding machine is used on the job, etc.

9. What is the title of this job?

Job Title: [17 ____ 36]

9b. What did you do on this job?

Example: Types letter from handwritten copy

Start with action verb – use one line per task

37 ____ 76 0601

37 ____ 76 0602

37 ____ 76 0603

37 ____ 76 0604

37 ____ 76 0605

37 ____ 76 0606

37 ____ 76 0607

37 ____ 76 0608

37 ____ 76 0609

37 ____ 76 0610

37 ____ 76 0611

37 ____ 76 0612

10. Do you use any office and/or retail machines or equipment on this job?

1=Yes
2=No [16]

10a. What types of machines and/or equipment do you use?	Check this column for all items mentioned (✓)	10b. Did you know how to operate ____ or were you trained on the job? 1=Knew 2=Trained
Typewriter	37	38
Adding Machine	39	40
Calculating Machine	41	42
Billing/Bookkeeping	43	44
Copying	45	46
Xerox	47	48
Data Processing	49	50
Dictating/Transcribing	51	52
Duplicating	53	54
Cash Register	55	56
Other: 1.	57	58
2.	59	60
3.	61	62
4.	63	64
5.	65	66
6.	67	68

0613

INSTRUCTIONS FOR PAGE 7

STEP 1. Ask R Question 11 on Page 7 → and record appropriate code number in box.

IF NO:

IF YES: Go to Q. 11a on Page 7 →

Record appropriate code number in boxes for EACH type of test listed.
NOTE: You must always indicate what "Other" is.

→STEP 2. Ask R Question 12 on Page 7 →

INTERVIEWER: If R answers "none," PROBE: *"What did the employer say you had to know before he would hire you for this job?"* If R responds to this question, please indicate answer(s) with a check. If R's answer is still negative, check "none" and go back to Page 4 to determine your next steps.

FIRST JOB
AFTER GRADUATING FROM HIGH SCHOOL

11. Did you have to take some kind of test before you were hired for this job?

1=Yes
2=No [ ] 16

11a. I am going to read types of tests often given by employers and would like for you to tell me if you took the test.

	1=Yes 2=No	
A. General intelligence or aptitude (such as SCAT, IQ)		17
B. Typing test		18
C. Shorthand test		19
D. Arithmetic		20
E. Spelling		21
D. Other (Specify)		22

_____
_____
_____
_____

12. What BUSINESS SKILLS were demanded for this job?

BUSINESS SKILLS DEMANDED FOR R'S JOB:

23 _____ None
24 _____ Typewriting
25 _____ Shorthand
26 _____ Business Machines
27 _____ Bookkeeping/Accounting
28 _____ General Business
29 _____ Office Practice
30 _____ Filing
31 _____ EAM Equipment
32 _____ EDP Equipment
33 _____ Retailing
34 _____ Business English
38 _____ Other (Specify):

a. _____
b. _____
c. _____
d. _____

0701

FIRST JOB AFTER GRADUATING FROM HIGH SCHOOL

INSTRUCTIONS FOR PAGE 8

STEP 1. **Ask R Question 7 on Page 8** ——————————→

INTERVIEWER: The "time period" refers to the time periods for your second Code "1" recorded on Page 4 — R's Second job after graduating from high school.

> **NOTE:** It is IMPERATIVE you remember that the questions on Pages 8–10 refer to the Second Code "1" that you have recorded on Page 4. It is, therefore, MANDATORY that these pages (8–10) be used for recording information on R's SECOND JOB after graduation.

STEP 2. **Ask Question 8 on Page 8** ——————————→

INTERVIEWER: Convert R's response to appropriate code number and record figure in box to right of pre-coded responses.

NOTE: (a) If you have a Code "13," record this figure in the code box and explain what this code is directly under "13 Other (Specify):."

(b) If you have two or more code numbers, record all codes. *EXAMPLE: R states "Relative(s)" and "Employees already working there."*

11
3

SECOND JOB
AFTER GRADUATING FROM HIGH SCHOOL

7. You indicated that you had a job from 15 (date) 20 to 21 (date) 26

What is the name and address of this company?

Name of Company: 27 48

Address 27 48

City: 27 69 State: 70 71 Zip: 72 76

0801

0802

0803

7a. What is the name and title of your immediate supervisor?

Name: 27 51 Title: 52 59

7b. What is the business phone number: 60 63 66 Ext.: 70 73

8. How did you find out about this job?

1 Friend.
2 Ad in a paper.
3 Employees already working there and personal reference.
4 Mich. Employment Security Comm./Mich. Employment Service.
5 Private Employment Agency (charges a fee).
6 Public Employment Agency (does *not* charge a fee).
7 Walk-in at company's personnel office.
8 Co-op Program.
9 Work Experience Program.
10 Formerly employed there.
11 Relative(s).
12 Other (Specify)

74 1st response 75 2nd response 76 3rd response

0804

SECOND JOB AFTER GRADUATING FROM HIGH SCHOOL

INSTRUCTIONS FOR PAGE 9

STEP 1. Ask R Question 9 on Page 9 →

INTERVIEWER: Record R's response in the box provided for "job title." (That is, R's SECOND job after graduating from high school.)

STEP 1A. Ask R Question 9b →

INTERVIEWER: We want a complete list of job duties – that is all tasks given by the boss for the employee (R) to perform.

> NOTE: It may be necessary to probe to obtain job duties that R might have neglected to mention. *EXAMPLES: Is there anything else you might do in a day's work?* (If Yes: Obtain and record task.) *Is there anything you might do just once or twice a month?* (If Yes: Obtain and record task) *Now, is there anything you might do just once or twice every five or six months?* (If Yes: Obtain and record task.)

STEP 2. Ask R Question 10 on Page 9 →

Record appropriate code number in box.

STEP 2A. Ask R Question 10 FIRST and indicate all machine(s) used with a check (✓) in the column between questions 10a and 10b.*

STEP 2B. After R has indicated all machine(s) used on the job, ask Question 10b for EACH MACHINE that you have checked. Response(s) to Question 10b is to be indicated with a check (✓).

*NOTE: It may be necessary to probe to obtain types of office/retail machines used on the job. For example, R might have a job that requires a typewriter, but does not state that a typewriter is used. An acceptable probe would be: "You indicated in an earlier question that correspondence is one of your job duties. Is this correspondence handwritten?" At this point R should indicate that correspondence is typed, so you would check typewriter. Another example might be R indicates that preparation of payroll is a job duty, but does not indicate that an adding machine or calculating machine is used on the job. An acceptable probe would be: "You indicated in an earlier question that you prepare the payroll. Is this done by hand? R will state a yes or no. However, if the answer is "no," you must find out the type of machine used to compute the payroll.

Unacceptable probes are those where the interviewer states types of office/retail equipment. For example, asking R if a typewriter is used on the job, if an adding machine is used on the job, etc.

SECOND JOB AFTER GRADUATING FROM HIGH SCHOOL

9. What is the title of this job?

Job Title: [ ] (17–36)

9b. What did you do on this job?

Example: Types letter from handwritten copy

Start with action verb – use one line per task

(37–76)

0901 0902 0903 0904 0905 0906 0907 0908 0909 0910 0911 0912

10. Do you use any office and/or retail machines or equipment on this job?

1=Yes
2=No [ ] (16)

10a. What types of machines and/or equipment do you use?	Check this column for all items mentioned (✓)	10b. Did you know how to operate ____ or were you trained on the job? 1=Knew 2=Trained
Typewriter	37	38
Adding Machine	39	40
Calculating Machine	41	42
Billing/Bookkeeping	43	44
Copying	45	46
Xerox	47	48
Data Processing	49	50
Dictating/Transcribing	51	52
Duplicating	53	54
Cash Register	55	56
Other: 1.	57	58
2.	59	60
3.	61	62
4.	63	64
5.	65	66
6.	67	68

0913

SECOND JOB AFTER GRADUATING FROM HIGH SCHOOL

INSTRUCTIONS FOR PAGE 10

STEP 1. Ask R Question 11 on Page 10 → and record appropriate code number in box.

IF NO:

IF YES: Go to Q. 11a on Page 10 →
Record appropriate code number in boxes for EACH type of test listed.
NOTE: You must always indicate what "Other" is.

STEP 2. Ask R Question 12 on Page 10 →

INTERVIEWER: If R answers "none," PROBE: *"What did the employer say you had to know before he would hire you for this job?"* If R responds to this question, please indicate answer(s) with a check. If R's answer is still negative, check "none" and go back to Page 4 to determine your next steps.

SECOND JOB
AFTER GRADUATING FROM HIGH SCHOOL

11. Did you have to take some kind of test before you were hired for this job?

1=Yes
2=No [ ] 16

11a. I am going to read types of tests often given by employers and would like for you to tell me if you took the test.

	1=Yes 2=No	
A. General intelligence or aptitude (such as SCAT, IQ)		17
B. Typing test		18
C. Shorthand test		19
D. Arithmetic		20
E. Spelling		21
D. Other (Specify)		22

_____

_____

_____

_____

12. What BUSINESS SKILLS were demanded for this job?

BUSINESS SKILLS DEMANDED FOR R'S JOB:

23 _____ None
24 _____ Typewriting
25 _____ Shorthand
26 _____ Business Machines
27 _____ Bookkeeping/Accounting
28 _____ General Business
29 _____ Office Practice
30 _____ Filing
31 _____ EAM Equipment
32 _____ EDP Equipment
33 _____ Retailing
34 _____ Business English
35 _____ Other (Specify):

a. _____
b. _____
c. _____
d. _____

[1][0][0][1]

SECOND JOB AFTER GRADUATING FROM HIGH SCHOOL

INSTRUCTIONS FOR PAGE 11

STEP 1. Ask R Question 7 on Page 11 ——————————→

INTERVIEWER: The "time period" refers to the time periods for your THIRD Code "1" recorded on Page 4 – R's THIRD job after graduating from high school.

NOTE: It is IMPERATIVE you remember that the questions on Pages 11–13 refer to the THIRD Code "1" that you have recorded on Page 4. It is, therefore, MANDATORY that these pages (11–13) be used for recording information on R's THIRD JOB after graduation.

STEP 2. Ask Question 8 on Page 11 ——————————→

INTERVIEWER: Convert R's response to appropriate code number and record figure in box to right of pre-coded responses.

NOTE: (a) If you have a Code "13," record this figure in the code box and explain what this code is directly under "13 Other (Specify):."

(b) If you have two or more code numbers, record all codes. *EXAMPLE: R states "Relative(s) and "Employees already working there."*

11
3

THIRD JOB
AFTER GRADUATING FROM HIGH SCHOOL

7. You indicated that you had a job from 15 (date) 20 to 21 (date) 26

What is the name and address of this company?

Name of Company: 27 48 1101

Address: 27 48 1102

City: 27 69 State: 70 71 Zip: 72 76 1103

7a. What is the name and title of your immediate supervisor?

Name: 27 51 Title: 52 59

7b. What is the business phone number: 60 63 66 Ext.: 70 73

8. How did you find out about this job?

1	Friend.
2	Ad in a paper.
3	Employees already working there and personal reference.
4	Mich. Employment Security Comm./Mich. Employment Service.
5	Private Employment Agency (charges a fee).
6	Public Employment Agency (does *not* charge a fee).
7	Walk-in at company's personnel office.
8	Co-op Program.
9	Work Experience Program.
10	Formerly employed there.
11	Relative(s).
12	Other (Specify)

74 1st response 75 2nd response 76 3rd response

1104

THIRD JOB AFTER GRADUATING FROM HIGH SCHOOL

INSTRUCTIONS FOR PAGE 12

STEP 1. Ask R Question 9 on Page 12 →

INTERVIEWER: Record R's response in the box provided for "job title."

STEP 1A. Ask R Question 9b →

INTERVIEWER: We want a complete list of job duties – that is, all tasks given by the boss for the employee (R) to perform.

> NOTE: It may be necessary to probe to obtain job duties that R might have neglected to mention. *EXAMPLES: Is there anything else you might do in a day's work?* (If Yes: Obtain and record task.) *Is there anything you might do just once or twice a week?* (If yes: Obtain and record task.) *Is there anything you might do just once or twice a month?* (If Yes: Obtain and record task). *Now, is there anything you might do just once or twice every five or six months?* (If yes: Obtain and record task.)

STEP 2. Ask R Question 10 on Page 12 →
Record appropriate code number in box.

STEP 2A. Ask R Question 10 FIRST →
and indicate all machine(s) used with a check (✓) in the column between Questions 10a and 10b.*

STEP 2B. After R has indicated all machine(s) used on the job, ask Question 10b for EACH MACHINE that you have checked. Response(s) to Question 10b is to be indicated with a check (✓).

*NOTE: It may be necessary to probe to obtain types of office/retail machines used on the job. For example, R might have a job that requires a typewriter, but does not state that a typewriter is used. An acceptable probe would be: "You indicated in an earlier question that correspondence is one of your job duties. Is this correspondence handwritten?" At this point R should indicate that correspondence is typed, so you would check typewriter. Another example might be R indicates that preparation of payroll is a job duty, but does not indicate that an adding machine or calculating machine is used on the job. An acceptable probe would be: " You indicated in an earlier question that you prepare the payroll. Is this done by hand?" R will state a yes or no. However, if the answer if "no," you must find out the type of machine used to compute the payroll.

Unacceptable probes are those where the interviewer states types of office/retail equipment. For example, asking R if a typewriter is used on the job, if an adding machine is used on the job, etc.

THIRD JOB AFTER GRADUATING FROM HIGH SCHOOL

9. What is the title of this job?

Job Title: [17 ____ 36]

9b. What did you do on this job?

Example: Types letter from handwritten copy

Start with action verb – use one line per task

37 ____ 76

37 ____ 76

37 ____ 76

37 ____ 76

37 ____ 76

37 ____ 76

37 ____ 76

37 ____ 76

37 ____ 76

37 ____ 76

37 ____ 76

37 ____ 76

1201

1202

1203

1204

1205

1206

1207

1208

1209

1210

1211

1212

10. Do you use any office and/or retail machines or equipment on this job?

1=Yes
2=No [16]

10a. What types of machines and/or equipment do you use?	Check this column for all items mentioned (✓)	10b. Did you know how to operate ____ or were you trained on the job? 1=Knew 2=Trained
Typewriter	37	38
Adding Machine	39	40
Calculating Machine	41	42
Billing/Bookkeeping	43	44
Copying	45	46
Xerox	47	48
Data Processing	49	50
Dictating/Transcribing	51	52
Duplicating	53	54
Cash Register	55	56
Other:		
1.	57	58
2.	59	60
3.	61	62
4.	63	64
5.	65	66
6.	67	68

1213

INSTRUCTIONS FOR PAGE 13

STEP 1. Ask R Question 11 on Page 13 → and record appropriate code number in box.

IF NO:

IF YES: Go to Q. 11a on Page 13 →
Record appropriate code number in boxes for EACH type of test listed.
NOTE: You must always indicate what "Other" is.

STEP 2. Ask R Question 12 on Page 13 →

INTERVIEWER: If R answers "none," PROBE: *"What did the employer say you had to know before he would hire you for this job? "* If R responds to this question, please indicate answer(s) with a check. If R's answer is still negative, check "none" and go back to Page 4 to determine your next steps.*

*IMPORTANT: It is possible that a respondent might have had more than three jobs since graduating from high school (check Page 4 for total number of recorded Code "1's"). If R has had more than three jobs, do not collect data on ALL jobs but indicate here the total number of jobs held by R since graduation.

THIRD JOB
AFTER GRADUATING FROM HIGH SCHOOL

11. Did you have to take some kind of test before you were hired for this job?

1=Yes
2=No [ ] 16

11a. I am going to read types of tests often given by employers and would like for you to tell me if you took the test.

	1=Yes 2=No	
A. General intelligence or aptitude (such as SCAT, IQ)		17
B. Typing test		18
C. Shorthand test		19
D. Arithmetic		20
E. Spelling		21
D. Other (Specify)		22

_____

_____

_____

_____

12. What BUSINESS SKILLS were <u>demanded</u> for this job?

BUSINESS SKILLS DEMANDED FOR R'S JOB:

23 _____ None
24 _____ Typewriting
25 _____ Shorthand
26 _____ Business Machines
27 _____ Bookkeeping/Accounting
28 _____ General Business
29 _____ Office Practice
30 _____ Filing
31 _____ EAM Equipment
32 _____ EDP Equipment
33 _____ Retailing
34 _____ Business English
35 _____ Other (Specify):

a. _____
b. _____
c. _____
d. _____

1301

THIRD JOB AFTER GRADUATING FROM HIGH SCHOOL

INSTRUCTIONS FOR PAGE 14

STEP 1. If you have recorded a Code "2" on Page 4, ask R Q. 13 on Page 14 ——→

The time period refers to R's FIRST period of "unemployed and seeking work" after graduating from high school.

IF NO CODE "2" ON PAGE 4, see instructions for Q. 14 on Page 15.

STEP 2. Did you record a SECOND Code "2" on Page 4?

IF NO: See instructions for Q. 14 on Page 15.

IF YES: Ask R Q. 13a on Page 14 ——→

The time period refers to R's SECOND period of "unemployed and seeking work" after graduating from high school.*

*NOTE: It is possible that a respondent might have had more than two periods of "unemployed and seeking work" since high school graduation (check Page 4 for total number of recorded Code "2's"). If R has had more than two periods of this type of activity, do not collect additional data but indicate here the total number of periods for "unemployed and seeking work."

UNEMPLOYED AND SEEKING WORK:

FIRST PERIOD OF UNEMPLOYMENT

13. What kind of work were you looking for during the period of

16 (Mo.) 21 (Yr.)

to 22 (date) 27

28 76 — 1401
28 76 — 1402
28 76 — 1403
28 76 — 1404
28 76 — 1405
28 76 — 1406

SECOND PERIOD OF UNEMPLOYMENT

13a. What kind of work were you looking for during the period of

16 21 to 22 (date) 27

28 76 — 1407
28 76 — 1408
28 76 — 1409
28 76 — 1410
28 76 — 1411
28 76 — 1412

UNEMPLOYED AND SEEKING WORK

INSTRUCTIONS FOR PAGE 15

STEP 1. Did you record at least one Code 1 and/or 2 on Page 4? →

IF YES: Ask R Question 14 on Page 15

IF NO:

STEP 1A. IF YES TO Q. 14: Ask R Question 14a on Page 15 →

IF NO TO Q. 14:

STEP 2. Ask R Question 15 on Page 15 →

NOTE: Preface Question 15 with the following statement: "NOW I WOULD LIKE TO ASK YOU A COUPLE OF QUESTIONS ABOUT YOUR HIGH SCHOOL DAYS."

STEP 3. Ask R Question 16 on Page 15 →

STEP 4. Terminate interview.

103

14. Have you ever felt that your age, sex, race, religion, or place of birth was a reason for your not getting a job?

16 ☐ 1=Yes 2=No

14a. For which of these reasons didn't you get a job?

17 ☐ Age
18 ☐ Sex
19 ☐ Race
20 ☐ Religion
21 ☐ Place of Birth
22 ☐ Other (Specify):

1501

15. What do you wish your teachers, counselors, or someone else in the school would have done differently?

16 _____ 76
16 _____ 76
16 _____ 76
16 _____ 76
16 _____ 76
16 _____ 76

1502
1503
1504
1505
1506
1507

16. As you look back over your high school days what would you do differently?

16 _____ 76
16 _____ 76
16 _____ 76
16 _____ 76
16 _____ 76
16 _____ 76

1508
1509
1510
1511
1512
1513

This instrument is Part 2 of a two part report. For additional information about these reports, contact:

Division of Vocational and Applied Arts Education
Wayne State University
Detroit, MI 48202

APPENDIX C

"The Relationshio Between Vocational Preparation at the High School Level, Post High School Occupations, and incidences of Promotion," Dissertation, Tommie Mae Ulmer Johnson, Wayne State University, Detroit, Michigan, p. 37-42. Removed due to copyright.

APPENDIX D

Two Pages of Census Follow-up Design

107

O.M.B. No. 41-S71094
Approval Expires December 31, 1972

CPS-696 (9-71)

U.S. DEPARTMENT OF COMMERCE
Bureau of the Census
Washington, D.C. 20233

OFFICE OF THE DIRECTOR

Dear

The U.S. Department of Labor has asked the Bureau of the Census to obtain information on the employment problems faced by persons who received college or professional degrees in 1970 or 1971. This information will be of value in planning employment programs dealing with the transition from college to career.

You are asked to answer the questions on the inside of this form and mail the completed form within FIVE DAYS in the enclosed envelope. Since this study is based on a scientific sample of the total population, it is important that each person return a completed questionnaire.

Your report to the Census Bureau is confidential by law (Title 13, United States Code). It may be seen only by sworn Census employees and may be used only for statistical purposes.

Your cooperation in both this and our Current Population Survey is greatly appreciated.

Sincerely,

George H. Brown

GEORGE H. BROWN
Director
Bureau of the Census

Enclosure

108

CENSUS USE ONLY							
Interviewer code	CC6	CC13	CC18	CC20	CC21	FE	NR
				1 ☐ W 2 ☐ N 3 ☐ O	1 ☐ M 2 ☐ F		

Form CPS-696 (9-71)

U.S. DEPARTMENT OF COMMERCE
BUREAU OF THE CENSUS

SURVEY OF RECENT COLLEGE GRADUATES

1. In what year did you receive your most recent college or graduate degree?
1 ☐ 1971 } GO to Q. 2
0 ☐ 1970 }
x ☐ Before 1970 – END QUESTIONS

2. What degree did you receive at that time? (If more than one, please indicate the highest.)
1 ☐ Bachelor's (any field)
2 ☐ Master's (any field)
3 ☐ Ph.D. (any field)
4 ☐ Medicine (M.D., D.D.S., D.V.M., etc.)
5 ☐ Law (L.L.B., or J.D.)
6 ☐ Other – Specify →

3. What was your major field of study? (Mark one only)
01 ☐ Agriculture or forestry
02 ☐ Biological sciences
03 ☐ Business or commerce
04 ☐ Education
05 ☐ Engineering
06 ☐ English or journalism
07 ☐ Other humanities (fine and applied arts, foreign languages, philosophy, religion, etc.)
08 ☐ Health and medical professions
09 ☐ Law
10 ☐ Mathematics or statistics
11 ☐ Physical or earth sciences
12 ☐ Social sciences (psychology, history, public administration, political science, economics, sociology, etc.)
13 ☐ Other – Specify →

4. In the first column please indicate where you lived during the last year you were working toward this degree. In the second column indicate where you live at present. (Mark one box in each column)

	Year before receiving degree	At present
SAME COUNTY AS PARENTS:		
Same household as parents	1 ☐	1 ☐
With other relatives (including spouse)	2 ☐	2 ☐
In college housing (dorms, fraternities, sororities)	3 ☐	3 ☐
Someplace else	4 ☐	4 ☐
DIFFERENT COUNTY FROM PARENTS (OR PARENTS NOT LIVING):		
With other relatives	5 ☐	5 ☐
In college housing	6 ☐	6 ☐
Someplace else	7 ☐	7 ☐

5. Were you working at a job at the time you completed requirements for your latest degree?
1 ☐ Yes – Still working at that job – SKIP to Q. 7
2 ☐ Yes – Not working at that time – GO to Q. 6
3 ☐ No – SKIP to Q. 8

6. How long did you work at that job after completing requirements for your latest degree?
1 ☐ 3 months or less – GO to Q. 7
2 ☐ 4 months or more – SKIP to Q. 9

7. Have you worked at a job since that time?
1 ☐ Yes – SKIP to Q. 9
2 ☐ No – SKIP to Q. 10

8. Since completing requirements, have you worked for pay or profit at a civilian job or business, either full- or part-time, for two weeks or more?
1 ☐ Yes – GO to Q. 9
2 ☐ No – SKIP to Q. 10

9. We would like to find out about the first job you held after completing requirements for your latest degree. (If you entered 4 months or more in item 6, describe the job you held at the time you completed requirements for your degree.)

a. For whom did you work? (Name of company, business, organization, or other employer)

b. What kind of business or industry was this? (For example: accounting firm, public school, TV manufacturer)

c. What kind of work were you doing? (For example: accountant, teacher, electrical engineer)

d. Were you:
1 ☐ An employee of a private business, for wages, salary, or commission?
2 ☐ Self-employed in own business?
3 ☐ A government employee?

e. Did you usually work 35 hours or more a week at this job?
1 ☐ Yes
2 ☐ No

10. Which statement best describes how you regarded your first job at the time you accepted it? (Mark one only)
1 ☐ Temporary job until a better one could be found
2 ☐ Temporary job while waiting to report to a new job
3 ☐ Temporary job to earn money to do something else, e.g., travel, school, have free time, or some other purpose
4 ☐ Job to earn money while I decided what kind of work I wanted
5 ☐ Job with possible career potential
6 ☐ Job with definite career potential
7 ☐ Other – Specify →

11. What was your annual rate of earnings, before deductions, on your first job?

01 ☐ Under $3,000		07 ☐ $8,000 – $8,999	
02 ☐ $3,000 – $3,999		08 ☐ 9,000 – 9,999	
03 ☐ 4,000 – 4,999		09 ☐ 10,000 – 10,999	
04 ☐ 5,000 – 5,999		10 ☐ 11,000 – 12,999	
05 ☐ 6,000 – 6,999		11 ☐ 13,000 – 14,999	
06 ☐ 7,000 – 7,999		12 ☐ 15,000 or more	

Page 2

Source:
"Employment of Recent College Graduates," Special Labor Force Report 151, U.S.Dept. of Labor, Bureau of Labor Statistics, 1973

109

(1 of 2)

109

12. How did these earnings compare with earnings you expected when you received your degree?
1 ☐ Substantially lower
2 ☐ Somewhat lower
3 ☐ About the same
4 ☐ Somewhat higher
5 ☐ Substantially higher

13. How did you find your first job? (Mark one only)
01 ☐ Employed at first job while completing requirements for degree – GO to Q. 13a
02 ☐ School placement office or professor
03 ☐ Professional periodicals or organizations
04 ☐ Civil Service application
05 ☐ Public employment service
06 ☐ Private employment agency
07 ☐ Newspaper advertisement
08 ☐ Direct application to employers
09 ☐ Friends or relatives
10 ☐ Other – Specify
SKIP to Q. 14

13a. Was your work on that job related to your major field of study?
1 ☐ Directly related
2 ☐ Somewhat related
3 ☐ Not related at all
SKIP to Q. 17

14. After completing requirements for your degree, how long did you look for work before obtaining your first job?
1 ☐ Obtained job before completing requirements
2 ☐ Obtained job without looking
3 ☐ 1 week or less
4 ☐ 2–4 weeks
SKIP to Q. 15
5 ☐ 5–9 weeks
6 ☐ 10–14 weeks
7 ☐ 15–26 weeks
8 ☐ 27 weeks or more
GO to Q. 14a

14a. What was the MAIN reason it took that long to find your first job? (Mark one only)
1 ☐ Available jobs not related to field of study
2 ☐ Low pay in available jobs
3 ☐ No jobs available
4 ☐ Unsatisfactory working conditions, location, etc.
5 ☐ Did not like kind of work available
6 ☐ Other – Specify

15. Was your work on your first job related to your major field of study?
1 ☐ Directly related – SKIP to Q. 17
2 ☐ Somewhat related
3 ☐ Not related at all
GO to Q. 16

16. What was the MAIN reason you took a job not directly related to your field? (Mark one only)
1 ☐ Only job I could find
2 ☐ Better pay than a job in my field
3 ☐ Better opportunity for advancement than in my field
4 ☐ To see if I liked this kind of work
5 ☐ Opportunity to help people or be useful to society
6 ☐ Did not want to work in my field
7 ☐ Wanted to work in manual occupation
8 ☐ Other – Specify

17. How long did you work at that job?
1 ☐ Still working at that job – END QUESTIONS
2 ☐ Not still working at that job – INDICATE DURATION
1 ☐ Less than 2 months
2 ☐ 2–3 months
3 ☐ 4–6 months
4 ☐ 7–11 months
5 ☐ 1 year or more
GO to Q. 18

18. What was the MAIN reason you left your first job? (Mark one only)
1 ☐ Did not make use of my training
2 ☐ Laid off or job ended
3 ☐ Personal or family reasons
4 ☐ Unsatisfactory working conditions (hours, location, etc.)
5 ☐ Did not like kind of work
6 ☐ Returned to school
7 ☐ Low pay
8 ☐ Got a better job
9 ☐ Other – Specify

19. Are you currently: (Mark one only)
1 ☐ Working? – GO to Q. 20
2 ☐ Not working but looking for work? – SKIP to Q. 20, page 4
3 ☐ Neither working nor looking for work? – SKIP to Q. 36, page 4

20. How long did you look for work before obtaining your current job?
1 ☐ Obtained job before leaving previous employer
2 ☐ Obtained job without looking
3 ☐ 1 week or less
4 ☐ 2–4 weeks
SKIP to Q. 21
5 ☐ 5–9 weeks
6 ☐ 10–14 weeks
7 ☐ 15–26 weeks
8 ☐ 27 weeks or more
GO to Q. 20a

20a. What was the MAIN reason it took that long to find your current job? (Mark one only)
1 ☐ Available jobs not related to field of study
2 ☐ Low pay in available jobs
3 ☐ No jobs available
4 ☐ Unsatisfactory working conditions, location, etc.
5 ☐ Did not like kind of work available
6 ☐ Other – Specify

21. Description of current job or business
a. For whom do you work? (Name of company, business, organization or other employer)
b. What kind of business or industry is this? (For example: accounting firm, public school, TV manufacturer)
c. What kind of work are you doing? (For example: accountant, teacher, electrical engineer)
d. Are you:
1 ☐ An employee of a private business for wages, salary or commission?
2 ☐ Self-employed in own business?
3 ☐ A government employee?
e. Do you usually work 35 hours or more a week at this job?
1 ☐ Yes
2 ☐ No
(Continue on page 4)

22. Which statement best describes how you regarded your present job at the time you accepted it? (Mark one only)
1 ☐ Temporary job until a better one could be found
2 ☐ Temporary job while waiting to report to a new job
3 ☐ Temporary job to earn money to do something else, e.g., travel, school, have free time or some other purpose
4 ☐ Job to earn money while I decided what kind of work I wanted
5 ☐ Job with possible career potential
6 ☐ Job with definite career potential
7 ☐ Other – Specify

23. What is your current annual rate of earnings, before deductions, on this job?
01 ☐ Under $3,000
02 ☐ $3,000 – $3,999
03 ☐ 4,000 – 4,999
04 ☐ 5,000 – 5,999
05 ☐ 6,000 – 6,999
06 ☐ 7,000 – 7,999
07 ☐ $8,000 – $8,999
08 ☐ 9,000 – 9,999
09 ☐ 10,000 – 10,999
10 ☐ 11,000 – 12,999
11 ☐ 13,000 – 14,999
12 ☐ 15,000 or more

24. Is your work on this job related to your major field of study?
1 ☐ Directly related – END QUESTIONS
2 ☐ Somewhat related
3 ☐ Not related at all
GO to Q. 25

25. What was the MAIN reason you took a job not directly related to your field? (Mark one only)
1 ☐ Only job I could find
2 ☐ Better pay than a job in my field
3 ☐ Better opportunity for advancement than in my field
4 ☐ To see if I liked this kind of work
5 ☐ Opportunity to help people or be useful to society
6 ☐ Did not want to work in my field
7 ☐ Wanted to work in manual occupation
8 ☐ Other – Specify

END QUESTIONS

26. How long have you been looking for work?
1 ☐ 1 week or less
2 ☐ 2–4 weeks
SKIP to Q. 27
3 ☐ 5–9 weeks
4 ☐ 10–14 weeks
5 ☐ 15–26 weeks
6 ☐ 27 weeks or more
GO to Q. 26a

26a. What is the MAIN reason you have not been able to find a job? (Mark one only)
1 ☐ Available jobs not related to field of study
2 ☐ Low pay in available jobs
3 ☐ No jobs available
4 ☐ Unsatisfactory working conditions, location, etc.
5 ☐ Do not like kind of work available
6 ☐ Other – Specify

27. Since completing all requirements for your latest degree, how many jobs have you held?
1 ☐ More than one job – GO to Q. 28
2 ☐ Only one job
3 ☐ Never worked
SKIP to Q. 29

28. What was the MAIN reason you left your latest job? (Mark one only)
1 ☐ Did not make use of my training
2 ☐ Laid off or job ended
3 ☐ Personal or family reasons
4 ☐ Unsatisfactory working conditions (hours, location, etc.)
5 ☐ Did not like kind of work
6 ☐ Returned to school
7 ☐ Low pay
8 ☐ Other – Specify

29. Are you looking for a full-time or part-time job?
1 ☐ Full-time (35 hours or more per week)
2 ☐ Part-time (under 35 hours)

30. What is the lowest annual rate of pay you will accept?
01 ☐ Under $3,000
02 ☐ $3,000 – $3,999
03 ☐ 4,000 – 4,999
04 ☐ 5,000 – 5,999
05 ☐ 6,000 – 6,999
06 ☐ 7,000 – 7,999
07 ☐ $8,000 – $8,999
08 ☐ 9,000 – 9,999
09 ☐ 10,000 – 10,999
10 ☐ 11,000 – 12,999
11 ☐ 13,000 – 14,999
12 ☐ 15,000 or more

31. What methods have you tried to find a job? (Mark all that apply)
1 ☐ School placement office or professor
2 ☐ Professional periodicals and organizations
3 ☐ Civil Service applications
4 ☐ Public employment service
5 ☐ Private employment agency
6 ☐ Newspaper advertisement
7 ☐ Direct application to employers
8 ☐ Friends or relatives
9 ☐ Other – Specify

32. Are you looking ONLY for work related to your major field of study?
1 ☐ Yes
2 ☐ No

33. Would you be willing to move to another city or community to get a job?
1 ☐ Yes
2 ☐ No

34. Since you started your current job search, have you turned down any job offers?
1 ☐ Yes – GO to Q. 35
2 ☐ No – END QUESTIONS

35. What was the MAIN reason you turned down a job? (If more than one offer refer to the latest.)
1 ☐ Not related to field of study
2 ☐ Did not like kind of work
3 ☐ Low pay
4 ☐ Location unsatisfactory
5 ☐ Hours unsatisfactory
6 ☐ Other working conditions unsatisfactory
7 ☐ Other – Specify

END QUESTIONS

36. What is the MAIN reason you are not looking for work at this time? (Mark one only)
1 ☐ Family responsibilities (including pregnancy)
2 ☐ Going to school
3 ☐ Ill or disabled
4 ☐ Cannot arrange child care
5 ☐ Could not find kind of work I wanted
6 ☐ Could not find any job
7 ☐ Waiting to enter Armed Forces
8 ☐ Do not want to work now
9 ☐ Other – Specify

37. Do you intend to look for work within the next 6 months?
1 ☐ Yes
2 ☐ Maybe or don't know
3 ☐ No – END QUESTIONS
GO to Q. 38

38. Do you expect to look only for a job in the field related to your most recent degree?
1 ☐ Yes
2 ☐ No

END QUESTIONS

Source: "Employment of Recent College Graduates," Special Labor Force Report 151, U.S. Dept. of Labor, Bureau of Labor Statistics, 1973.

(2 of 2)

APPENDIX E

Opinionnaire Giving Both Check-and
Written-Answer Type Questions

STUDENT OPINIONNAIRE *

In almost every class you have ever taken, the teacher usually told you how well you did and gave you a grade on a report card. The report card not only told you about your work but was taken home to your parents or guardians.

Today we are giving you an opportunity to express an opinion about the class and the teacher. Please place a check mark, on the line provided, in front of the word or words which best describe your reactions to this class.

* * * * * * * * * * * * * *

1. How well does the teacher know and understand the subject matter in this class?

_____ The Very Best
_____ Very Good
_____ Good
_____ Average
_____ Below Average

2. Are assignments and explanations clear?

_____ Always clear
_____ Usually clear
_____ About half and half
_____ Seldom clear
_____ Never clear

3. Is the teacher fair and impartial in the treatment of all students?

_____ Treats everyone alike
_____ Usually treats everyone alike
_____ Sometimes yes and sometimes no
_____ Seldom is fair
_____ Never fair; has favorites

4. Does the teacher keep enough order in the classroom? Do students behave well?

_____ The Very Best
_____ Usually orderly
_____ Sometimes does not expect order
_____ Rarely has an orderly room
_____ Students never pay attention

5. Is the teacher patient, understanding, considerate and courteous to the students?

_____ Always
_____ Usually
_____ Sometimes
_____ Hardly ever
_____ Never

6. Is this class interesting and challenging?

_____ The Very Best
_____ Usually or Most of the time
_____ Sometimes
_____ Hardly ever
_____ Never - it's a bore

7. Does the teacher seem to enjoy teaching?

_____ Very enthusiastic
_____ Most of the time
_____ Some days "yes" - Some days "no"
_____ Rarely show interest
_____ Seems to have a real dislike

8. Are differences of opinions welcomed? Is it alright to disagree with the teacher?

_____ Always
_____ Most of the time
_____ Depends on the topics
_____ Hardly ever
_____ Never

9. Does the teacher have many different methods which are used at different times? (Student reports, class discussions, small group work, films, demonstrations, debates, field trips, lectures, etc.?

_____ A great variety used
_____ An appropriate number for interest
_____ Usually uses three or four
_____ Very little variety
_____ The same thing every day

10. Do students feel free to raise questions and express opinions?

_____ Always
_____ Usually
_____ Sometimes
_____ Rarely
_____ Never

11. Does the teacher see and share with the students amusing happenings and experiences?

_____ Always
_____ Usually
_____ Sometimes
_____ Rarely
_____ Never

12. Is the class time well spent? Is little time wasted? Has the teacher planned for the classroom work?

_____ Always knows where we're going
_____ Usually has plans
_____ Sometimes we're not sure
_____ We rarely know what will come next
_____ We never know why. We do what we want to

13. Are assignments interesting without being unreasonably long? Is the weight of assignments fair?

_____ Always
_____ Usually
_____ Sometimes not relevant
_____ Rarely of any worth
_____ Never related to us

14. Please name two or more things that you especially like about this teacher or the course.

15. Please give two or more suggestions for the improvement of this course or the teacher.

*At the end of the semester, after using this form, tabulate the results and share them with your college supervisor and cooperating teacher. Intern Teaching Objective #09-23.

COMMUNITY COLLEGE APPLICATION

FOLLOW-UP AND EVALUATION

Before you read Module #5, read this and think of your community college situation . . .

Your students can tell you how well you have done as an instructor in helping them to achieve their goals and objectives. Goals and objectives that have been designed by you to make their learning relevant to their selected occupation. Your students are different from most other students - high school, college, and, yes, even many community college students.

They have entered your class because they want to learn from you--the practical expert - how to do something. How to do something that is real. How to do something that will help them get a job, get promoted, or become a better worker. They know you are a vocational-technical instructor that has been successful in the world of work. You practice what you preach - and - you demonstrated those competencies they must demonstrate on the job. You have a great responsibility!! How well have you really presented your expertise? Are you really interested in knowing?

There are numerous ways you can "check up" on how "they have done" and to learn how successful you have been. As a result of your CBE training you have spent time in learning how to plan for and to implement a CBE program. A program that includes: competencies, objectives, objective-referenced tests, and learning strategies. Now you are exploring the process of Follow-Up and Evaluation. In this module you will find that follow-ups can take

a variety of approaches. They may be very broad or very specific. For example, you can follow-up an entire graduating class, or the graduates from your 2-year program, or the students you taught last week.

Your purpose for conducting the follow-up will determine how extensive the project might be. In any event, it does not have to be elaborate, but it should be organized! Since you are quite likely to be a practical person you will probably want to learn something specific. For example, "how many of my students last semester are now employed in my field and what did I do that is now helping them".

Some believe that follow-up is not their responsibilty - that it should be left to the "experts". Others think this approach is a cop out. This latter group believes that an occupational instructor must know what his former students are doing and what he might have done to help them become successful. They believe that by talking or writing to current and former students, using an organized approach, provides immediate feedback for making essential changes in goals, objectives, tests, and teaching strategies.

As you work through Module #5 keep your "eye" on the specific things you want to know about your effectiveness with a specific group of students. Above all don't do a follow-up if you know you are perfect, or, if you can not accept suggestions and even negative comments. Do your follow-up and evaluation consistently and systematically, though if you want to do a better job for and with your students. Remember, they are different and they too only want the best instruction they can get.

After you read Module #5, read this and consider applications to community college programs . . .

By now you have had considerable experience with all parts of a CBE program. Now you are ready to try your hand at a very difficult task. The task of asking, and expecting to be told, how effective you have been.

You can start out very simply and ask your class at the last session to give you two brief statements:

1. What they especially liked about your course.
2. What they thought should be added or deleted and why.

These can be unsigned. Data from this will be quite subjective and, of course, short range. Some of the comments would probably change if you asked the same students the same questions a year later. Two years later these would probably be even more change. Eventually, you'll need to take a longer prespective and get reactions to your program, course, process, or objectives after your students have used your ideas for a period of time.

Another short term type of evaluation might be to have your students evaluate your performance objectives. In one program, for example the students answered the questions listed in Figure I for each performance objective they completed. This data was then keypunched and entered into a data bank. The "Content Evaluation Report" provided data for revision of performance objectives and teaching methods.

FIGURE I

CONTENT EVALUATION QUESTIONNAIRE

1. Did prerequisite courses, if any, give you an adequate foundation in meeting the objectives of this course?

   Yes No No Prerequisite Requirements

2. Was adequate time, materials and facilities provided for you to achieve this objective?

   Yes No

3. How meaningful were the assignments in relation to the mastery of this objective?

Assignments were helpful in attaining mastery	Assignments helped some but could be improved	Could have mastered objective without completing assignments	Uncertain

4. How appropriate were the methods (kits, films, etc.) used in conveying the instruction to master this objective?

Appropriate-- I liked them	Were OK but I perfer other methods	Were Inappropriate	Uncertain

5. Did the exit test accurately measure the behavior sought in this objective?

   Yes No

6. Do you feel you have really mastered this objective?

Yes, feel very competent	Yes, but need some reinforcement	Yes, but need much more instruction	Did not pass exit test

7. In hindsight do you think you could have passed the exemption test on this objective at the beginning of the quarter without receiving instruction?

   Yes No

8. Do you feel this objective is essential to your teaching preparation?

   Yes No

Of course it would be quite easy for you to use an instrument like Figure I to collect information on the performance objectives for one of your courses.

Figure II shows an illustration of an instrument developed by a community college instructor designed to gather data on methods, materials and content. Note that this instrument combines the request for factual data with opinions. See especially #14. This again is a short term evaluation.

You see, the process can be simple - but many professionals believe it is essential for you to find out for yourself how effectively you are teaching. You should have completed an instrument as part of your work on Module #5. Why not try it out and really learn how you are doing - from your students point of view.

Figure II

STUDENT EVALUATION FORM

- - - - - - - - -

COURSE NUMBER _____

COURSE TITLE _____

SECTION NUMBER _____

ROOM ASSIGNED _____

JOB SITE _____

_____

_____

_____

INSTRUCTOR _____

DRB/lk
75-'76

121

STUDENT'S EVALUATION

This course evaluation form gives you an opportunity to express anonymously your opinion of this course and the manner in which it was presented. Please try to assist your instructor by filling out this form impartially. Remember, the goal of this evaluation is improvement of instruction.

PART I

1) Circle one response for each statement.

2) Rate the following statements according to this scale:

(4) Strongly agree (SA)

(3) Agree (A)

(2) Disagree (D)

(1) Strongly Disagree (SD)

(0) Not applicable, don't know, there were none (NA)

SECTION I, COURSE OBJECTIVES AND PRESENTATION		SA	A	D	SD	NA
1. THE INSTRUCTOR'S OBJECTIVES FOR THE COURSE WERE CLEAR ..	1.	4	3	2	1	0
2. LECTURES CLARIFIED & EXPLAINED PRECISLEY THE TEXT MATERIALS?	2.	4	3	2	1	0
3. THE INSTRUCTOR ORGANIZED CLASS TIME WELL	3.	4	3	2	1	0
4. OVERALL, THE SESSIONS WERE WELL PRESENTED AND INFORMATIVE	4.	4	3	2	1	0
5. THE INSTRUCTOR RAISED CHALLENGING QUESTIONS OR PROBLEMS FOR DISCUSSION	5.	4	3	2	1	0
6. THERE WAS CONSIDERABLE AGREEMENT BETWEEN THE ANNOUNCED OBJECTIVES OF THE COURSE AND WHAT ACTUALLY WAS PRESENTED	6.	4	3	2	1	0
7. THE INSTRUCTOR ALOTTED REASONABLE TIME FOR QUESTIONS .	7.	4	3	2	1	0
8. THE INSTRUCTOR WAS WELL PREPARED FOR EACH CLASS . . .	8.	4	3	2	1	0
9. THE INSTRUCTOR FREQUENTLY USED EXAMPLES OR ILLUSTRATIONS TO HELP CLARIFY THE MATERIAL	9.	4	3	2	1	0
SECTION II. COURSE REQUIREMENTS		SA	A	D	SD	NA
10. THE ASSIGNMENTS FOR THIS COURSE WERE RELEVANT TO THE PERFORMANCE OBJECTIVES	10.	4	3	2	1	0
11. THE PERFORMANCE OBJECTIVES FOR THIS COURSE WERE CLEARLY, EXACTLY STATED	11.	4	3	2	1	0
12. THE PROCEDURES WERE SKILLFULLY DEMONSTRATED BY THE INSTRUCTOR	12.	4	3	2	1	0
13. THE EXAMINATION RELATED SPECIFICALLY TO THE COURSE REQUIREMENTS	13.	4	3	2	1	0

[CONTINUED]

PART I (CONTINUED)

SECTION III. PERSONAL OPINIONS AND BENEFITS		SA	A	D	SD	NA
14. I HAD THE PREREQUISITE KNOWLEDGE FOR THIS COURSE	14.	4	3	2	1	0
15. OVERALL, I BELIEVE THIS COURSE WILL BE OF VALUE TO ME IN ATTAINING A SPECIFIC EDUCATIONAL GOAL	15.	4	3	2	1	0
16. THIS COURSE RELATES TO A SPECIFIC PROGRAM OF WASHTENAW COMMUNITY COLLEGE	16.	4	3	2	1	0
17. THIS COURSE WAS USEFUL FOR THE GOALS OF A SPECIFIC PROGRAM OF WASHTENAW COMMUNITY COLLEGE	17.	4	3	2	1	0
18. THE FACILITY PROVIDED FOR THE TEACHING OF THIS COURSE WAS SATISFACTORY	18.	4	3	2	1	0
19. MY INTEREST IN THE SUBJECT AREA HAS BEEN STIMULATED BY THIS COURSE	19.	4	3	2	1	0
20. THE COURSE ACTIVITIES WERE RELEVANT TO MY OWN NEEDS & INTERESTS	20.	4	3	2	1	0
21. THE SCOPE OF THE COURSE WAS EXTENSIVE ENOUGH FOR ME, ENOUGH MATERIAL WAS COVERED	21.	4	3	2	1	0
22. I WOULD RECOMMEND THIS COURSE AND INSTRUCTOR TO A FRIEND	22.	4	3	2	1	0
23, THE COURSE OBJECTIVES WERE EXPLAINED AND REFERRED TO DURING THE SESSIONS	23.	4	3	2	1	0
SECTION IV. COMMUNICATION AND CONCERN		**SA**	**A**	**D**	**SD**	**NA**
24. THE DISCUSSIONS WERE RELATIVE TO THE OBJECTIVES FOR THE COURSE	24.	4	3	2	1	0
25. THE INSTRUCTOR SEEMED GENUINELY CONCERNED & WAS ACTIVELY HELPFUL TO THE STUDENT IN REACHING STATED OBJECTIVES.	25.	4	3	2	1	0
26. THE INSTRUCTOR CLEARLY INDICATED HOW STUDENTS WOULD BE EVALUATED IN THE COURSE	26.	4	3	2	1	0
27. EXAMINATION & PERFORMANCE OBJECTIVES WERE STATED IN TERMS THAT WOULD HELP STUDENTS UNDERSTAND THE COURSE MAT'LS	27.	4	3	2	1	0
28. THE INSTRUCTOR WAS OPEN TO OTHER VIEWPOINTS.	28.	4	3	2	1	0
29. GENERALLY, THE INSTRUCTOR'S PRESENTATION WAS CLEAR AND UNDERSTANDABLE	29.	4	3	2	1	0
30. COURSE PERFORMANCE OBJECTIVES ENCOURAGED STUDENTS TO THINK	30.	4	3	2	1	0
31. THE INSTRUCTOR WAS AVAILABLE TO STUDENTS FOR CONSULTATION AND ASSISTANCE	31.	4	3	2	1	0

[CONTINUED]

PART II

1) Circle one response for each item
2) Rate the following items according to this scale:

(5) Excellent [E]
(4) Good [G]
(3) Satisfactory [S]
(2) Fair [F]
(1) Poor [P]
(0) Not applicable; don't know; there were none [NA]

SECTION I COURSE INSTRUMENTS AND TECHNIQUES		E	G	S	F	P	NA
32. GOALS AND OBJECTIVES WERE SUPPLIED AT FIRST SESSIONS . .	32.	5	4	3	2	1	0
33. THE STUDENTS WERE ADVISED OF THEIR RIGHTS TO AN EXIT TEST FRO THE COURSE	33.	5	4	3	2	1	0
34. THE INSTRUCTOR CLEARLY EXPLAINED & EXAMINED THE STUDENTS TO DETERMINE IF THEY HAD THE COURSE PREREQUISITES	34.	5	4	3	2	1	0
35. THE TEXT BOOK	35.	5	4	3	2	1	0
36. IN-CLASS STUDENT ACTIVITIES-DISCUSSIONS,INDIVIDUAL & GROUP TASKS	36.	5	4	3	2	1	0
SECTION II. CLASSROOM ATMOSPHERE - INTERACTION		E	G	S	F	P	NA
37. THE INSTRUCTOR'S RAPPORT WITH STUDENTS.	37.	5	4	3	2	1	0
38. INVOLVEMENT OF FELLOW CLASSMATES	38.	5	4	3	2	1	0
39. OVERALL VALUE OF CLASS DISCUSSION	39.	5	4	3	2	1	0
40. THE INTEREST OF THE CLASS SESSIONS	40.	5	4	3	2	1	0
41. OVERALL INTEREST OF THE CLASS SESSIONS	41.	5	4	3	2	1	0
42. FREEDOM TO ASK QUESTIONS OR EXPRESS OPINIONS	42.	5	4	3	2	1	0
43. THE INSTRUCTOR'S FAIRNESS AND IMPARTIALITY IN HIS TREATMENT OF ALL STUDENTS	43.	5	4	3	2	1	0

75-'76

DRB/lk

124